



The Lioncare School Additional Needs Policy 2019-20

Including provision for Learners with Education, Health and Care Plans and provision for Learners with English as a second or additional language.

Policy Type and Title	Related Documents	Related Legislation/Guidance	Author	Consultation	Curriculum Links	Date Created	Date for review
Curriculum Special Educational Needs	School Improvement Plan Prospectus C16 Assessment and Accreditation Policy Transitions Policy Admissions Policy	<p>The Education (Independent School Standards) (England) Regulations 2014 1(2)(a)(ii) 1(2)(b) 1(2)(c) 2(e) 6(2)(f) http://media.education.gov.uk/assets/files/pdf/t/01046-2009bkt-en.pdf</p> <p>http://www.education.gov.uk/childrenandyoungpeople/send/a00218772/sen-code-of-practice</p> <p>Children and families Act 2014 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted</p> <p>Children and Social Work Act 2017 http://www.legislation.gov.uk/ukpga/2017/16/pdfs/ukpga_20170016_en.pdf</p> <p>Equalities Act 2010 Working Together to Safeguard Children July 2018 Keeping Children Safe in Education 2019 Special Educational Needs and Disability Code of Practice 0-25 years https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/sen-cop-0-25-years-2015.pdf</p>	<p>Sara Fletcher</p> <p>Julia Holford (2018-19)</p> <p>Caroline Belchem (2019-20)</p>	<p>Headteacher</p> <p>Teachers Service Managers Director</p> <p>Teachers Service Managers Director</p>	All	April 2012	<p>Reviewed 22/8/13 Reviewed 6/8/14 Reviewed 5/10/15 Reviewed 31st August 16 Reviewed 25 August 17 (SF) 30/8/18 (JH) Reviewed 01 08 19 (CB)</p>

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1. Introduction

All children at The Lioncare School (LCS) have additional or “Special Educational Needs” as a consequence of their early trauma.

This means that children at the school are likely to:

- Have complex emotional and behavioural needs due to early neglect and abuse that may or may not be identified within a formal Education Health and Care Plan (please see section explaining what an EHCP is and Annual Review of EHCP, which explain this further)
- Have had disrupted educational backgrounds due to family upheaval, placement changes or living in a home environment which has not supported a lifestyle conducive to learning
- Have attachment disorders leading to problems with seeking care from and working within boundaries set by the adults in the school environment
- Have atypical cognitive functioning as a result of neurobiological response to developmental trauma and stress

In addition, most young people have other identified/diagnosed specific learning disabilities/difficulties that may or may not be linked to trauma and which are identified on their Education Health and Care Plan

The overriding criteria for The Lioncare School to choose to admit a child or young person to our school is evidence that our therapeutic education model will be effective in meeting their academic, social and emotional needs and improve their outcomes over time, and that this work can be undertaken without undue negative impact on those children and young people already in placement. Children must be aged six or over upon enrolment and can be placed here until they are in Year 11.

2. Objectives

The objectives of this policy are to:

- Demonstrate how the school meets its statutory duties towards children with an Education Health and Care Plan
- Demonstrate how the school works with outside agencies to meet the special needs of children
- Demonstrate how the school plans for individual learners to show personal development, participate and make progress
- Demonstrate how the school plans for the training of staff to meet the individual needs of children
- Demonstrate how the school meets its responsibilities to children who do not have English as a first language

3. How the school meets its statutory duties towards children with an Education Health and Care Plan (with reference to The Children and Families Act 2014 and The Children and Social Work Act 2017)

Part 3 of the Children and Families Act 2014 sets out the Local Authority's responsibilities to children and young people with special educational needs and/or disabilities (SEND). These are to:

- collaborate with other organisations and services to provide integrated support
- involve young people, parents, carers and children in decisions around their care and support
- make it easy for people to access information about SEND services
- remove barriers to learning
- prepare young people for independent living and employment.

Within this, our duty is to collaborate with each Local Authority that we work with, to ensure this is achieved for all children at The Lioncare School.

In most schools this is a role performed by the designated **Special Educational Needs Coordinator** (SENCo). As a more complex setting, this role is shared by the Class Teachers, the Deputy Head Teacher and the Head Teacher, along with other duties. The work done is always mindful of the Special Educational Needs and Disabilities Code of Practice: 0 - 25 years with the teacher responsible for each child being referred to as the **Designated Teacher**.

The Children and Social Work Act 2017 further clarifies (with reference to section 20.2 of the 2014 Act): 'the governing body must ensure that the designated person has regard to any guidance issued by the Secretary of State.' (20.2a)

At the Lioncare School, the Class Teachers are the Designated Teachers for the children in their class, whether Looked After, or living at home.

Key elements of this role are to:

- Provide information to Social workers, Independent Reviewing Officers, Virtual Schools and/or other partner agencies involved in a child's placement
- Coordinate information for and attendance at Looked after Child Reviews and/or Annual reviews of Education Health and Care Plans
- Coordinate the development, completion and sharing of Personal Education Plans
- Liaise with all other professional agencies supporting the education of the child
- Follow The Lioncare School Assessment policy to ensure progress is in line with expectations.
- Plan effective and timely interventions when progress is stalled.
- Provide assessment data information to the leadership and governance team of the school in a way that allows for focused school improvement
- Liaise with the placing authority
- Coordinate the initiation, review and implementation of Education Health and Care Plans
- Support others in strategies for inclusion and differentiation.

4. How the school works with outside agencies to meet the additional needs of children

Each child at the Lioncare School sits at the centre of a network of professionals that may include, but not be limited to: Social Workers, Independent Reviewing Officers, Guardians, Virtual Schools Officer/Teachers, Therapists including those working in Art or Play Therapy, CAMHS (Children and Adolescent Mental Health Service) workers, Psychiatric Outreach support professionals, ATS (Assessment and Treatment Service) staff, Youth Offending Staff, The Police, Speech and Language Therapists, Educational Psychologists and Advocates.

The usual forum for the dissemination of information and for planning is the Looked After Child Review/ Child, Looked After review and other statutory meetings but The Head Teacher and Senior Teachers network widely in a number of other electronic and face-to-face forums. Access to the child within school is facilitated at all practical opportunities.

Other work with professionals and partners over 2018/19 included:

- Purchasing the services of a consultant Educational Psychologist, to assess the needs of individual children and deliver Inset Training to the adult team on the role of EP. how and what is assessed, reading an EP report and using the report to plan effective interventions and support strategies.
- Purchasing the services of consultant Speech and Language Services, to assess the needs of individual children and report on support and interventions needed.
- Purchasing the services of a consultant Occupational Health Therapist to observe, identify, advise and produce reports on the needs of specific children
- Training from the OHT in the use of sensory diets and an the development of an updated Sensory Needs Policy
- Retaining a school partnership advisor sourced from the Brighton and Hove School Improvement Team and further develop interim monitoring arrangements to better track progress
- Joining in Brighton and Hove school network events, including Brighton and Hove LSCB training and network meetings including LSCB training for a DDSL to support the DSL.
- Further refining baseline assessment processes so planned outcomes are shared after 8 weeks
- Improving individual risk assessment processes so learners are even more effectively settled to learning
- Brighton and Hove SEN Team- partnerships planning around each young person to ensure out of county placements are well monitored
- Tighter links with Brighton and Hove Post-16 team to support transitions

- Developing links with other primary and secondary SEN and mainstream schools to share good practice and support such as marking moderation.
- Embedding Restorative Justice into the wider curriculum
- Cascading training across the whole school team in Rainbow Flag training and application for accreditation by the Chrysalis class teacher
- The whole school team contributed to the 2019 School Improvement Plan

5. The Baseline Process - how the school plans for individual learners to show personal development, participate and make progress

(please see our [Transitions Policy](#) and [Assessment and Accreditation Policy](#) for additional details)

When a child is first offered placement at The Lioncare School they participate in a Baseline settling-in plan. In optimum conditions this will start before the first day at school but in some situations this may not be possible. During this period targets or aims set on the Education Health and Care Plan and any set by other professionals such as Speech and Language Therapists are considered alongside information from previous education placements where available. Key areas of work are identified and the provision available to undertake these notes.

Targets are set from these for the three tiers of the school's curriculum. These targets are shared with everyone working with the young person, including social workers, parents and carers and form the basis of Live Monitoring. A full report of all of this is disseminated. The Live Monitoring Form (LMF) is used to provide evidence and information for statutory meetings. The duration of the plan will vary for each child but a completed report will be available no more than eight weeks from the start.

The order of the assessment may change depending on the nature of the placement but key stages are:

- Meet the child and key professionals
- Establish educational history, including visit to previous school if feasible
- Read current EHCP, available PEP/CLA reports and any other reports such as EP, OHT,SALT, CAMHS.
- Establish current performance levels, evaluate validity and reliability
- Establish likes and dislikes, hobbies, interests and social activities
- Establish ideas for classroom resources /activities and engagement
- Build relationships and introduce key adult
- Pen portraits started (Teacher, LSA. Key adult, others)
- Start chronology
- Evaluate relationships with adults, peers and the group in a team meeting that also considers significant behaviours and incidents
- Pen portraits updated
- Observation by Teachers and/or Learning Support
- Teacher assessment of academic level
- Pupil Progress and Attainment folder started including LMF
- LMF objectives revised and finalised
- Report Written
- PEP arranged
- Boxall Profile Completed within 12 weeks
- PAEN planned (All Lioncare residential children and as required for day placement children)

6. Education and Health Care Plans.

An education, health and care plan (EHCP) is a legal document for children and young people aged up to 25 with special educational needs and/or disabilities (SEND). Its purpose is to make special educational provision to meet the specific needs of the individual child or young person and ensure best outcomes in education, health and social care and includes preparing for adulthood. A plan can name specific educational and social care providers, and details the extra support they are legally entitled to receive to help them thrive and learn. EHCPs are designed to support children and young people who are experiencing severe, complex, profound and long-term difficulties and who have not responded to a range of interventions over time. The four main areas of need are categorised below:

- **Communication and interaction**

For example: Speech, language and communication needs (SLCN), ASC, including Asperger's Syndrome and Autism

- **Cognition and learning**

Ranging from and including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**

For example: anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**

For example: visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)

For children at The Lioncare School, most EHCPs are primarily identified to support significant social, emotional and mental health needs, however there is often a complex combination of more than one category of need, all of which have an impact on their educational outcomes. The Lioncare School aims to ensure each child with an EHCP can progress and achieve the best outcomes possible for them. By enabling them to develop a joy of learning, develop strategies to succeed, embrace their neurodiversity and individual skillset to become lifelong learners and contribute to the wider community as citizens.

6. Assessment for EHCP application

For most children arriving at The Lioncare School there is already an EHCP in place, however for those that do not, application for assessment can be initiated as part of the Baseline process undertaken for every new starter. Through liaison with the placing Local Authority SEN team (if a child has moved to us from another LA), Virtual School (if a child is looked after) and Brighton and Hove City Council SEN team, as hosting authority, agreement is made as to who will hold and who will administer the EHCP. The placing authority will usually remain financially responsible, however, as often happens with children who have existing EHCPs that move to The Lioncare School from other local authorities, arrangements for Brighton and Hove to hold the EHCP can be made.

Application for assessment is then made by The Lioncare School to either Brighton and Hove or the placing LA, as agreed, using supporting evidence from any existing reports from Educational Psychologist, Occupational Health Therapist, Speech and Language Therapist and CAMHS etc. Referrals are also commissioned for assessment evidence from other professionals where any other additional need is identified. This is either funded via the placing authority, or agreed in advance as part of the school fees.

This evidence is required so that the local authority panel has the full range of information necessary to make an informed decision. The panel has to be satisfied that the child's or young person's difficulties are exceptional, long-standing and have not been resolved despite a range of interventions. For children and young people for whom English is not their first language, objective information about language proficiency in their first/ home language should be provided. Information about the stages in acquisition of language for children and young people with English as an additional language might also be relevant. (please also see section on students with EAL)

8. Timeline for EHCP Assessment Process

The timeline for the statutory 20 week assessment process is as follows:

Stage 1 - Timeframe 0 - 6 weeks (or earlier if possible)

A request for an EHCP needs assessment submitted to the Local Authority SEN team by the school (Class teacher, Deputy Head or Headteacher may take responsibility for this)

An individual named caseworker on the SEN team takes responsibility for preparing the request for SEN Panel (within Brighton and Hove we have an established relationship with the teams for both older and younger children)

The local authority SEN Panel considers the request for EHCP needs assessment based on the criteria set by Education, Health and Social Care. (Please see attached doc)

The SEN caseworker and school will set date for meeting at Week 14 to agree contents of the EHCP, inviting parents/carers/social worker and other professionals such as an Educational Psychologist and therapists.

(If an EHCP is not agreed, the SEN team will inform child/young person's parents/carers and setting)

Stage 2 - Timeframe 7-16 weeks

School/SEN caseworker will seek further advice from professionals

School/SEN caseworker discuss Section A and B of the EHC Plan with parents/carers/social worker and discuss the child views, aspirations and special educational needs

Using the advice and evidence, the SEN Team to draft sections A and B of the EHC Plan in preparation for the meeting.

Sections A and B sent to parents and all professionals involved in draft format in preparation of the EHC Plan meeting, ideally 4 weeks in advance of the meeting.

Meeting held with parents/carer/social worker, child/young person and all professionals involved to agree the outcome and provision sections of the EHC Plan (Sections E and F)

Meeting report circulated to all parties involved within 10 days of meeting.

Week 14 - Final draft of EHC Plan sent to parents and all professionals

Stage 3 - Timeframe 16-20 weeks

Following the week 14 meeting if the outcomes or provision or placement are not clearly agreed then the case to be taken back to SEN Panel for a decision.

SEN consult with Schools/settings using the agreed draft EHC Plan for minor changes and adaptations.

Discuss with parents /carers/young person any personal budget or transport requirements, if appropriate

Finalise EHC Plan (week 20)

(If EHC Plan is not deemed necessary the SEN team will inform parents with recommendations)

If any dispute about provision and/or placement LA to finalise the EHCP to enable the parent/carer to consider mediation or appeal

8. Annual Review of EHCP

The Lioncare School undertakes statutory annual review meetings in order for the network around a child to discuss the EHCP by:

- gathering and assessing information so that it can be used to support the child or young person's progress and their access to teaching and learning
- Inviting the network around the child to attend the annual review meeting, or provide a report, at least 2 weeks before the meeting including: parent/carer, social worker, LA SEN caseworker, and other professionals working with the child such as therapist, CAMHS, EP, YOS worker
- reviewing the special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- reviewing the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- considering the continuing appropriateness of the plan in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHCP should be discontinued
- setting new interim targets for the coming year and where appropriate, agree new outcomes
- reviewing any interim targets set
- working in partnership with the child and their parents/carers and network, taking account of their views, wishes and feelings
- holding the first review of the EHC plan must be held within 12 months of the EHC plan being finalised.
- ensuring subsequent reviews are held within 12 months of the previous review.
- writing up a report of the meeting including discussions and recommendations and circulating it to everyone who attended or submitted information to be discussed within two weeks of the meeting.
- sending the report to the LA to review the plan. The LA must then notify the parent/carer and young person of any decisions within four weeks of the meeting. If the plan needs to be amended, the local authority should start the process of amendment without delay

Transfer between phases of education

The Lioncare School ensures that an EHCP is reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution. The review and any amendments is completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

For young people moving from LCS to a post-16 institution or apprenticeship, the review and any amendments to the EHCP including specifying the post-16 provision and naming the institution is completed by the 31 March in the calendar year of the transfer.

9. Monitoring Pupil Progression

(please also see Assessment and Accreditation policy for greater additional detail)

Class teachers are responsible for the daily, weekly and termly maintenance of 'Live Monitoring Forms' (LMF) for each child. The purpose of the LMF is to ensure that target setting drives real progress for the individual across the three areas of personal development, participation and making progress. When children present with very complex needs it can be reductive to locate progress as only occurring in narrow domains of activity. The Lioncare School makes the following statement about progress:

Progress: Our aim is to assist students in coming to terms with difficult areas of their lives, consolidate areas in which they function well, begin to view education as a positive and rewarding experience, and where possible enable the achievement of qualifications and promote their successful return to a mainstream school or college placement. Alongside this we have an expectation that each young person will make progress towards/at/above age related expectations in Maths and English.

We believe each child, irrespective of age or background, has the ability to learn, the potential to 'grow', and the capacity to change. Through a process of nurture, guidance, safety and positive learning experiences, children are able to replace past experiences of failure and underachievement with successful and personally rewarding outcomes. They are empowered to reflect about themselves and their abilities in a more satisfying and healthy way thus offering real direction to their intellectual and personal growth. We recognise that achievement entails much more than simply achieving academic status. There has to be an appropriate balance between academic learning, exploration of effective social skills, developing strategies for behaviour self-management, and opportunities for emotional growth and understanding.

Offering children an empathic, reflective, responsible, stimulating, and enjoyable learning environment helps them gain these qualities for themselves, freeing them up to make full use of the many living-learning experiences available to them at The Lioncare School. We do this by understanding both the academic and developmental disruption faced by each child, regularly assessing emotional functioning, establishing structures for successful social participation, engaging individual interests and target setting for formal and functional achievement. We monitor each strand rigorously providing a unique narrative of each child's true progress.

The Live Monitoring Form contains an overview section that gives a background to the child's educational and emotional functioning. It gives a clear rationale for decisions made about each child, their targets, timetable and the expectations of progress. It will demonstrate why "age-appropriateness" is a complex mix of chronological, emotional and cognitive functioning that varies across the school's provision. It allows for aspiration to be clear and realistic and for past cycles of negative experiences to be broken down in a negotiated and contained way

10. The Curriculum_(Full details of the curriculum model are in our prospectus)

The Lioncare School, in consultation with children and young people, adults from the Therapeutic Children's Homes and Senior Managers of the Lioncare Group have formulated a skills based curriculum that defines the core skills we feel will best advantage our children and young people when they move on from us. Curriculum 16 has been designed to acknowledge the unique profiles of the children placed at the Lioncare School - characterised by disrupted early learning experiences, interrupted formal schooling, disengagement from formal settings, distrust of adult and professional input, continuous high levels of anxiety and emotional arousal due to trauma and the resultant cognitive, sensory and social impairment.

C16 is based on the following principles:

- All young people, whatever their start in life and however they challenge, defy and subvert expectations, deserve the joy of learning and opportunities for success.
- The capacity to learn from experience and, from this, work towards goals, strive for achievement and acknowledge success, is a pivotal positive factor in a healthy and productive adult life.
- Learning also contributes to a rich and fulfilling life through our intrinsic development - self-belief, our joy in discovery and creativity, the enriched understanding of our world and, most of all, the relationships that develop as part of the process.

- For our children and young people the best route to such outcomes is to foster a skills set that engenders confidence, interest, enquiry, interdependence, reflection and resilience: knowledge will follow.
- The abilities and needs of each child are unique and must lead the curriculum, not follow it.
- Learning is learning and all adults who interact with our children contribute to their curriculum.

The Lioncare School runs a highly differentiated project-based curriculum with three tiers of target setting. “Making Progress” targets are set for individual progress in literacy and numeracy and are based on formal assessment points and teacher assessment. “Participation” targets are set to support how the young person interacts with others in class, in the school community and in the wider world. “Personal Development” targets are set to help young people with self-regulation, confidence and communication. All three tiers are reported on each term.

11. Provision for Learners who have English as an Additional Language (EAL)

Although The Lioncare School has not historically had pupils for whom English is an additional language, we recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that all pupils’ achievement is linked to an environment in which they feel valued and confident. The Lioncare School will consider all referrals for children able to thrive and make progress within a therapeutic, group-based learning environment. Building on pupils’ knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum. A named person (The Head Teacher) will be responsible for EAL. The Head Teacher will write an Action Plan annually when pupils with EAL needs are on roll.

The school recognises and will plan, implement and monitor successful EAL provision which has the following features:

1. Pupils learning English as an additional language are entitled to the full Lioncare Curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the start. Discrete sessions may be a feature of the action plan if the Head teacher assesses this to be necessary
2. All teachers will be responsible for building strategies into planning to support the language development of EAL pupils and will structure lessons appropriately.
3. Accurate information on pupils’ needs, attainment and progress should be maintained in an accessible and manageable form.
4. Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties.
5. Pupils will continue to need support with specific subject and academic language for longer than the time it normally takes to become proficient in the social forms of English
6. Resource costs for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils. This work will start at the admissions conference, be detailed through the Baseline assessment process, with identified support included in the child’s EHCP and subsequent annual reviews.

Success Criteria:

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with the monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
 - The school environment reflects and celebrates the multi-lingual nature of the pupil population

References and Acknowledgements

Brighton and Hove City Council - SEND Local Offer
DfE SEND Code Of Practice 2015
IPSEA guidance on Annual Reviews

Appendix A:

Guidelines for Good Practice working to support students with EAL

Home / School Links The importance of home/school links cannot be underestimated. Parents/Carers need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. Interpreters maybe necessary to achieve:

- Completion of Initial Entry Form with parents/carers, if the child is not living within Lioncare Residential Provision;

Translation (if necessary) of school reports on pupil progress;

- Attendance of adults at teacher/adult meetings.

In the case of Lioncare Children in Residential Care where they are likely to have an EAL need in the living environment it is key that home and school work very closely to ensure consistent support- eg key vocabulary is shared and achievable targets are planned and monitored in both

Integration into the school of EAL pupils

- New pupils should feel welcomed with an identified Key Worker to help integrate them into the school community.
- We will ensure a supportive environment with signs and books around the school in multi-lingual format and encourage pupils to share their culture, language and religion.
- EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, non threatening contexts will enhance progress in all areas.
- Pupils in the early stages of learning English who are literate should be encouraged to record work in mother tongue, transferring to English as they become more proficient.
- EAL pupils should be taught subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate.
- All school staff will be made aware of the linguistic needs of individual EAL children.

The Role of the Class Teacher

- Teachers are responsible for completion of Individual EAL Plans to identify needs of EAL pupils.
- Teachers will develop strategies to support English language development, as identified on EAL Plans. This should include prompts to the teacher on weekly plans.
- Where an EAL Pupil is also a SEN pupil the general learning difficulties will be referred to in the IEP whereas the EAL Plan will focus EAL issues and provision.
- All EAL plans will be kept alongside the class planning folder and any person observing a lesson will be directed to the folder.

The Role of the Deputy Headteacher

- to support staff in the teaching of EAL pupils.
- to be responsible for ensuring that EAL data collection procedures are carried out.
- to monitor EAL provision in the school.

Resources

• The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences resources may include:

- Dual Language books in classrooms and libraries
- Multi-lingual signs and posters around the school and classrooms.
- Displays of languages.
- Language tapes of stories, poems and songs.
- Dual language I.T. programmes.
- Language and vocabulary games.

Success Criteria for this Policy:

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with the monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population