



Inclusion and EAL Policy

School Context

Kensington Wade is an independent, dual-language immersion school with 50% of the curriculum taught in English, 50% in Chinese. We recognise that a significant number of our pupils speak more than one language at home, although they do not consider themselves EAL learners. Bilingualism and multilingualism are actively promoted.

Principles of Inclusion and Learning Support

Inclusive education is education which increases the participation of all students in, and reduces their exclusion from, the curriculum, other areas of school life, and the wider school community.

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which the provision of support for learning is based and is a core part of the school's values.

Schools have a role to play in creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. The whole-school ethos should reflect the value placed on diversity and the respect accorded to all individuals. Support for a variety of needs should be seen as a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

Inclusion applies, but is not restricted, to:

- Pupils with special educational needs (SEN) or other learning needs
- Pupils with disabilities
- Pupils whose first language is not English (EAL)
- Minority ethnic groups
- Gifted and talented pupils (G&T)

Aims of the Policy

The aims of this policy are:

- To define the school's objectives regarding inclusion and EAL and how these will be met;
- To define the nature and level of school support for EAL

The school's EAL Objectives

- EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;

- EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in extra curricular activities
- The views of the pupils are sought and taken into account
- Parents/guardians are encouraged to play a role in EAL pupils' education;
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are actively supported and celebrated via assemblies on diversity and PSHE provision.
- Additional specialised EAL support may be required and any additional cost is passed on to parents.

Roles and Responsibilities for Management of Provision

The SENCO monitors progress and supports underperforming EAL students with aspects of language and communication. She communicates with teachers to ensure appropriate strategies are employed in the classroom, allowing EAL students to thrive. Students who require additional provision are listed on the SEND register that is updated on regular basis. All staff are mindful of the needs of individual students and intervene if there are concerns in relation to the progress of individual students.

EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils.

Identification and assessment of EAL

To identify EAL pupils, we use:

- Information from the application form
- Information from the previous school or parents/guardians

The following tools may be used to assess the nature and extent of the need of identified EAL pupils:

- Work sampling
- Standardised tests
- Teachers' comments and observations
- Input from pupils
- Input from parents where possible

The information is then used to implement the most appropriate provision for a particular pupil.

The school recognises that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision, in addition to EAL support.

Recording, Monitoring and Reporting

All staff have access to a central EAL register on the shared area listing EAL students and languages spoke at home.

It is regularly updated and measures are taken to ensure confidentiality. The progress of EAL students is reviewed in line with the school's assessment procedures.

Provision

Classroom provision:

- Strategies for differentiation
- Teaching approaches which promote language development
- Subject-specific support –vocabulary lists; simpler text books etc.

Additional specific provision:

- Target setting
- Mentor assigned to student – regular meetings re progress and targets;
- Access arrangements

Pastoral provision:

- Contact with parents/guardians.

Promotion of bilingualism:

- English and Chinese classrooms and staff
- Bilingual school assemblies
- Bilingual extra-curricular programme
- Chinese holiday club
- Multicultural themes in schemes of work and celebrations

English and Chinese programmes

Pupils are assessed on entry (English: Read, Write, Inc and Baseline/ Chinese: Level Chinese) and given individual reading programmes and targets. Each programme is able to track pupil progress.

Success criteria

The success criteria include:

- Members of staff know who EAL students and are who to refer to when EAL students' progress and/or wellbeing are of concern.
- Parents understand the provision for EAL students and can refer to the document to ask for specific support.
- Progress of all EAL students is in line with expectations.
- EAL students feel included in the life of the school and their bilingualism is celebrated

Evaluation tools include:

- Pupils' reports
- Self-assessment;
- Informal assessment by SENCO/staff, e.g. of participation in class, integration into school life etc.
- EYFS assessment in Communication and Language and Literacy

Publication and review

The EAL policy is made available to all staff and a copy kept readily accessible for reference. It is found on the website.

EAL policy is reviewed each year in line with other policies and procedures such as:

Inclusion Policy;

Equal Opportunities Policy;

Anti-bullying policy.

Kensington Wade EAL register

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may be:

- a) Newly arrived from a foreign country and school
- b) Newly arrived from a foreign country but an English speaking school
- c) Born abroad, but moved to UK at an earlier point in their childhood
- d) Born in UK, but in a family where the main language is not English

Competency levels:

1. Silent period/beginner learner
2. Basic interpersonal communication skills (BICS)
3. Socially competent and starting to communicate more efficiently in an academic setting
4. Satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum
5. Cognitive academic language proficiency (CALP) – level of English no barrier to achievement

Review: September 2026

Next Review September 2027