

Summary of Copleston EAL policy

Aims: to raise awareness of the school's obligations to its students who have English as an additional language, and to those BME (Black and Minority Ethnic) students who may be at risk of under - attainment; to support the school's planning, organisation, teaching and assessment procedures; to promote the use of resources and strategies to meet the needs of EAL and BME students, and thereby raise the school's overall student attainment.

- The policy describes the Copleston context and the information we gather about students' linguistic and cultural backgrounds
- It states the core principles of equality of opportunity for all students
- It cites the key principles of additional language acquisition
- It describes the planning, monitoring and evaluation procedures currently used in the school for these groups of students together with teaching and support strategies employed
- The policy makes reference to students who have other needs alongside those associated with their EAL/ BME backgrounds, such as students with an EAL/SEN or EAL/BME/Gifted and Talented.
- The policy describes the ways in which the school aims to involve parents in ensuring the maximum possible progress for EAL and BME students at Copleston.
- The responsibility and accountability for each of these elements is set out in the document.
- The school's practice in relation to conforming to external examination requirements and the special examination arrangements available to EAL learners is explained.

The policy will be reviewed annually in July by Tracy Pilkington SENCo and Head of Learning Support.