

COGNITA



**North Bridge House
Nursery School**

**English as an Additional Language
(EAL) Policy**

September 2020

Introduction

- 1.1 The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.
- 1.2 This policy applies to all pupils, including those in the early years.

2 Definition

- 2.1 In defining EAL we have adopted the following definition:
'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.'
- 2.2 EAL pupils may be:
 - Newly arrived from a foreign country and school;
 - Newly arrived from a foreign country, but an English speaking school;
 - Born abroad, but moved to the UK at some point before starting school; or
 - Born in the UK, but in a family where the main language is not English.
- 2.3 EAL pupils will need varying levels of provision.

3 Recognition




- 3.1 Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.
- 3.2 EAL learners make the best progress within a whole school context, where pupils are educated with their peers.
- 3.3 The school environment promotes language development through the rich use of language.
- 3.4 The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.
- 3.5 Bilingualism is viewed as a positive and life enriching asset.
- 3.6 Parents and prospective parents will be provided with the particulars of our EAL provision.

4 Identification and Assessment

- 4.1 Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.
- 4.2 In assessing the nature and extent of the pupil's grasp of English the following methods may be used:
 - Information from the application form;
 - Information from interviews with parents/guardians;
 - Information from initial assessment papers; and/
 - Information from the previous school.
- 4.3 Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.
- 4.4 In assessment of EAL pupils, competence in English is categorised on a five point scale.

5 EAL Classification Codes

5.1 The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL register.

 NEW TO ENGLISH	<p>The pupil may:</p> <ul style="list-style-type: none"> • Use first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English. <p>Needs a considerable amount of EAL support</p>
 EARLY ACQUISITION	<p>The pupil may:</p> <ul style="list-style-type: none"> • Follow day-to-day social communication in English and participate in learning activities with support. • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. • Have become familiar with some subject specific vocabulary. <p>Still needs a significant amount of EAL support to access curriculum</p>
 DEVELOPING COMPETENCE	<p>The pupil may:</p> <ul style="list-style-type: none"> • Participate in learning activities with increasing independence. • Be able to express self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. <p>Requires ongoing EAL support to access curriculum fully</p>
 COMPETENT	<ul style="list-style-type: none"> • Oral English developing well, enabling successful engagement in activities across the curriculum. • Can read and understand a wide variety of texts. • Written English may lack complexity and contain occasional evidence of errors in structure. • Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. <p>Needs some/occasional EAL support to access complex curriculum material and tasks</p>
 FLUENT	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. <p>Operates without EAL support across the curriculum.</p>

North Bridge House Nursery School: EAL Policy

5.1 NBH Nursery School has incorporated the above and extended it through the Bells Foundation EAL Assessment for Listening and Speaking. The Bells Foundation assessment is used as a reference point for pupils on the EAL register for Listening and Speaking

PRIMARY LISTENING

Name: _____

Class: _____

First Language: _____

	Band A	Band B	Band C	Band D	Band E
CODE	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to respond verbally in interactions with others	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing little or no disadvantages to English-speaking peers
1	Can understand single words or short phrases in familiar contexts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow oral instructions and compare with visual or non-verbal models (e.g. 'Throw a stick under the fire') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand an unfamiliar speaker on a familiar topic <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can meet the language demands of group activities and class discussions without support for EAL <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
2	Can follow and identify objects, images, figures and people from oral statements or questions with contextual support (e.g. 'What are in a raft?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can respond to simply phrased factual questions (e.g. 'Which things use electricity?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Is acquiring topic/subject-specific vocabulary <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can select key information for a purpose, rejecting irrelevant and unimportant information <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can attend for short periods to simple stories and songs with visual scaffolds <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can get the gist of unfamiliar English in predictable social and learning situations (e.g. language of playground games, common phrases used by the teacher 'to your seat', 'check your work') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can participate confidently in shared texts, such as songs and poetry <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can draw on a range of discourse markers (e.g. expressions like 'right', 'okay', 'stupid', etc.) to help make meaning <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
4	Can follow and join in routine classroom activities willingly <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow day-to-day social communication in English <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand common, everyday vocabulary, knows that some words can have more than one meaning, and demonstrates a sensitive understanding of vocabulary beyond immediate personal and school experiences <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand humorous references if not culturally laden <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
5	Can show comprehension through action and gesture rather than words <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow narrative/accounts with visual support <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use intonation and stress on words to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Has access to a wide vocabulary including abstract nouns (e.g. 'hunger', 'happiness') and a growing bank of subject-specific words related to curriculum tasks <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand most of the content when teachers speak clearly at a normal pace <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow instructions where the context is obvious and recognise familiar words in spoken texts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can respond appropriately in most unplanned exchanges <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can distinguish and follow different types of spoken language (e.g. teacher-fronted content talk, play, poems, stories) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow most audio and video materials <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can respond to simply phrased factual questions about lesson content, (e.g. 'Is the ladder about animals or about shops?') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Is developing understanding of sentence types (e.g. questions) through word order rather than intonation alone <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical gaps still appear <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for 'eat') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can attend actively to the conversations of other English speakers on familiar classroom topics <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	May ask for clarification and need extra time when participating in complex learning tasks, group performances or class discussions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating their use in style and register <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
9	Can sort pictures or objects according to oral instructions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use contextual clues to gain meaning from age-level texts read orally <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Is beginning to respond to different registers (e.g. formal and informal) and understand the importance of listening for different purposes <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school contexts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can deal with the language demands of all routine and common situations in school <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (e.g. 'Come to the mat') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can respond to different registers appropriately (e.g. match a formal response to a formal request) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year

Early Development

not expected to be achieved in order

Getting Closer to the Next Band

PRIMARY SPEAKING

Name: _____ Class: _____ First Language: _____

CODE	Band A	Band B	Band C	Band D	Band E
	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English
1	Can produce single words or short phrases and give simple greetings Autumn Spring Summer Academic Year	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?') Autumn Spring Summer Academic Year	Can communicate immediate, concrete matters using connected utterances Autumn Spring Summer Academic Year	Can use pronunciation that increasingly resembles the English heard around them, using first language features in their pronunciation Autumn Spring Summer Academic Year	Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesize (e.g. 'Animals that we've adapted may still be too long to reproduce and therefore become extinct') Autumn Spring Summer Academic Year
2	Can communicate some content about concrete matters during simple, routine, familiar tasks (e.g. 'It's blue', 'It's hot', 'It's hot') Autumn Spring Summer Academic Year	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences Autumn Spring Summer Academic Year	Begins to notice and can sometimes self-correct irregularities in own speech (e.g. 'I'm tired', 'good', 'he do') Autumn Spring Summer Academic Year	Can answer explicit questions from stories read aloud (e.g. who, what, or where) Autumn Spring Summer Academic Year	Can tell original stories with emerging detail Autumn Spring Summer Academic Year
3	Can respond to visually-supported (e.g. visual timetable, word mat, instruction visual) questions with one or two words, in a classroom context Autumn Spring Summer Academic Year	Can respond simply to a question relating to an immediate task, while syntax is basic and may contain errors (e.g. omission of verb inflection: 'She say he like Maths') Autumn Spring Summer Academic Year	Can use some vocabulary that has been introduced on tasks and in taught sessions Autumn Spring Summer Academic Year	Can give oral presentations on concrete-based topics approaching age-expected level Autumn Spring Summer Academic Year	Can join in a social or on-task discussion without support or scaffolding for EAL Autumn Spring Summer Academic Year
4	Can identify and name some school and everyday objects (e.g. 'table', 'bench') Autumn Spring Summer Academic Year	Can repeat basic facts or statements previously learnt (e.g. 'meeting day of the week, or answering a question like 'How many sides has a square?') Autumn Spring Summer Academic Year	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet') Autumn Spring Summer Academic Year	Can recall events in a connected narrative where content is familiar, using story language where appropriate Autumn Spring Summer Academic Year	Can compare attributes of real objects (e.g. 'X and Y are different/better because...') Autumn Spring Summer Academic Year
5	Can make simple statements when prompted and supported by rehearsal (e.g. 'Say her blue') Autumn Spring Summer Academic Year	Can deal with most day-to-day routines and common situations, and task-related language, where there is contextual support Autumn Spring Summer Academic Year	Can speak to others socially using simple but mostly regular grammatical structures Autumn Spring Summer Academic Year	Can use phrases of time and place to expand information, and longer noun groups to expand descriptions (e.g. 'a dog barked', 'Last night, in the dark, empty park, a dog barked') Autumn Spring Summer Academic Year	Can speak with greater fluency and fewer hesitations, structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?') Autumn Spring Summer Academic Year
6	Can use some common adjectives (e.g. 'big', 'fast', 'good') Autumn Spring Summer Academic Year	Is beginning to use forms (mostly first [I] and third [he/she/it] person present tense) of the verbs have, be, do, come, go and make, although not always accurately (e.g. 'I going play') Autumn Spring Summer Academic Year	Can take part in role play making some appropriate unscripted contributions Autumn Spring Summer Academic Year	Can produce more complex sentences by using a small range of linking elements such as pronoun reference across sentences (e.g. 'I have a new friend. She is Polish') Autumn Spring Summer Academic Year	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes Autumn Spring Summer Academic Year
7	Can ask simple questions about own work (e.g. 'What is this right?') Autumn Spring Summer Academic Year	Can give a short retelling of a story or sequence, perhaps fragmented, and relying on objects and images, but will still have difficulty with basic prepositions Autumn Spring Summer Academic Year	Can ask questions for social and academic purpose Autumn Spring Summer Academic Year	Can complete phrases in rhymes, songs, and chants Autumn Spring Summer Academic Year	Can prepare and deliver oral presentations on a variety of curriculum topics at age-expected level, although it unlikely to use culturally-specific nuances or idioms Autumn Spring Summer Academic Year
8	Can make basic needs known to others (e.g. 'I not understand') Autumn Spring Summer Academic Year	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first') Autumn Spring Summer Academic Year	Makes relevant spontaneous comments socially and during tasks Autumn Spring Summer Academic Year	Can use knowledge of first language to communicate and predict the meaning of unfamiliar English (i.e. using knowledge of words or phrases that are shared by first language e.g. volcano - vulcan (Romanian), vulkan (Polish); or-meaning 3 e.g. orange) Autumn Spring Summer Academic Year	Can use a growing range of everyday and specialist vocabulary in all learning areas and can identify multiple meanings of many familiar words (e.g. a space between words, outer space) Autumn Spring Summer Academic Year
9	Can communicate some lesson content in longer, more complex utterances, supported by scaffolding and rehearsal, (e.g. speaking to a visual framework, copying a model OR, answering questions e.g. 'It's a tree', 'It's a flower') Autumn Spring Summer Academic Year	Is beginning to meet the demands of group activities and class interactions without support for EAL, (particularly when adults role model pupils speak clearly and slow down their pace) Autumn Spring Summer Academic Year	Can use English spontaneously, without long pauses for internal translation and composition Autumn Spring Summer Academic Year	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction) Autumn Spring Summer Academic Year	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts Autumn Spring Summer Academic Year
10	Can pronounce comprehensibly and attempt to approximate English stress and intonation Autumn Spring Summer Academic Year	Is beginning to participate independently in class discussions on familiar social and academic topics Autumn Spring Summer Academic Year	Can make observations and explain ideas simply during creative and exploratory activities Autumn Spring Summer Academic Year	May still explore more complex ideas in first language, use first language features when comparing unfamiliar English constructions (e.g. a Turkish girl's stomach: 'The had gone home he would have seen the bugler' might come out: 'To house ('vater, he said bugler'), or may mix first language and English to convey more complex ideas Autumn Spring Summer Academic Year	Can compare content ideas and relationships in different subject contexts Autumn Spring Summer Academic Year

Early development
↑
not expected to be achieved in order
↓
Getting Closer to the Next Band

6 Provision

- 6.1 Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL and Higher Achieving Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.
- 6.2 EAL pupils will be provided with opportunities to make good progress.
- 6.3 EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language, we will support language development at home and support children in reaching a good standard in English. Where appropriate, we will assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning.
- 6.4 Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.
- 6.5 Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

7 Monitoring and Recording

7.1 Class teacher

- It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL pupils in their class whilst they are in their care.
- A Cohort Monitoring Form is maintained for all pupils including EAL for children not at expected levels in any areas of the EYFS curriculum. This form outlines the support required for pupils to make the accelerated progress required to meet end of year attainment expectations. This is reviewed on a termly basis.
- All students including EAL are monitored closely using Development Matters across all areas of the EYFS.
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7.2 EAL Coordinator

- Where there is no specific EAL Coordinator, this role is fulfilled by the SENCO.
- The EAL Coordinator collates information and arranges a baseline for EAL pupils.
- A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the EAL Coordinator.

8 Special Educational Needs and Differentiation

- 8.1 EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- 8.2 Some EAL pupils may have a special educational need and in such cases pupils will have equal access to school SEN provision, in addition to EAL support.
- 8.3 EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

- 8.4 EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our Able, Gifted and Talented Policy.

9 Communication

- 9.1 Parents and teachers will work together in the best interests of pupils with EAL.
- 9.2 Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place if there is an Individual Education Plan in place where appropriate.

10 Source of Information

- 10.1 The NALDIC website is the main source of information for all matters connected to EAL provision: <https://naldic.org.uk/>

North Bridge House Nursery School:EAL Policy

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Robin Davies, ADE
Consultation – April 2017	Consultation with the following schools: North Bridge House Senior School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative: Marian Harker, QA Officer.
Review – June 2018	David Baldwin, DE and Jo Storey, DE

Compliance	
Compliance with	Legislation listed in policy, as amended from time to time

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
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Related documentation	
Related documentation	Teaching and Learning Policy SEND Policy More Able & Talented Policy



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