

Educational and Welfare Provision for Pupils with EHC Plans and Pupils for whom English is an Additional Language

Diversity is an intrinsic and valued feature of Charlton Park Academy. All the learners have their individual needs and abilities, and for a significant percentage there is the extra challenge of learning English as an additional Language. All pupils have an Education, Health and Care Plan, and within their identified special education needs and disabilities, almost all pupils have language development needs, including those for whom English is their first language. Many families are multi-lingual. Many staff are themselves EAL.

At the academy it is recognised that language development and acquisition of English are best facilitated through cross-curricular learning and social interaction. There is a total communication approach to language and literacy – objects of reference, symbols, photographs, spoken words and written words. Pupils may also have an allocated AAC device and / or make use of visual supports in the classroom. Specific learning approaches and programmes are also relevant e.g., Read, Write, Ink for early literacy. There is currently a whole school focus on Core Words for Communication. Awareness of all needs is important, including culture, religion, and social structures. Every pupil may have their own specifics, which the staff strive to respect and meet e.g., religion based dietary considerations. The form tutor will disseminate key information to others e.g., via the one-page CPA Pupil Profile.

Support for families is a priority e.g., for formal meetings, if requested, arrangements are made for a translator. There is a Parent Support Worker, who can help with completion of application forms, and arranges a programme of parent events. Tutor group staff will maintain regular contact via telephone call, e-mail, or written information, as best suits each family. Staff sometimes contact other agencies on behalf of parents, and even accompany some pupils to hospital appointments.

As a secondary special school, every pupil is known as an individual. Attainment data is tracked, and monitored, for each pupil, and they have their own long-term outcomes and short-term targets. If anyone is not achieving as expected, including linked with their EAL, then there can be targeted intervention. The outcomes for EAL learners are in-line with those for all pupils. The academy works to facilitate all to be happy at school, develop and grow socially, and maximise their learning and attainment.