

Context

Pace caters for the complex physical and learning needs of each individual child through in-depth assessment and a differentiated curriculum based around the Pace integrated programme. The Pace integrated programme looks at the needs of the whole child and therefore in this respect, for a child to have 'English as an additional language' (EAL), this, in most cases, will be one piece of the complex puzzle that makes up that child's personal profile.

Statement of Commitment

- This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language and for raising the achievement of minority ethnic pupils who are at risk from under-achievement
- The school will identify individual pupil's needs; recognise the skills they bring to school and ensure equality of access to the curriculum

Rationale

All staff at Pace believe that all children have an equal right to a quality education which provides a broad, balanced and exciting curriculum in a friendly and stimulating environment and to which all children have full and proper access, whatever their background or cultural identity.

We consider that a pupil who has English as an Additional Language (EAL), also referred to as bilingual, is one who has access to, or needs to use, two or more languages at home and at school. The pupil may not necessarily be fluent, competent or literate in either language.

Aims

Pace is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language (and for raising the achievement of minority ethnic pupil who are at risk from under achieving.

The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Pace aims to achieve a multicultural ethos by raising awareness of other cultures and languages, (whilst retaining a pride in the country and language that also unites us) so that all pupils feel welcomed and a part of the school community. *(See SMSC policy, RE policy, assembly schedule and PSHE policy).

Teaching and learning

Planning – Pace School will identify the language demands of the curriculum and provide differentiated learning opportunities matched to EAL pupils' needs. A broad range of visual and interactive resources to support communication and the development of vocabulary are used to support language development.

Literacy and Numeracy – EAL pupils are entitled to full access to the National Literacy and Numeracy Curriculum tailored to meet their individual needs, via the Pace integrated Curriculum.

EAL Resources

The school will aim to provide appropriate resources, display material to reflect a multicultural ethos.

Admissions

Pace is committed to equal opportunities and has a clear admissions policy which does not discriminate according to any factor such as race, colour, gender, or disability.

The school will provide a welcoming admission process to both child and parent. The school will provide support and accessibility to all parents of ethnic minority background, ensuring knowledge of the school, its procedures and aims. The school will liaise with the parents regarding their children's progress. The school encourages staff to act as interpreters and translators where possible and appropriate.

Pace aims to integrate children into school, taking into consideration the importance of peer support and also recognising the value of the child's first language and previous learning experiences. Pace also recognises the importance of maintaining the use of first language. Research has shown that development of the first language assists in the acquisition of an additional language.

See Admissions Policy, Equalities and Diversity Policy and Accessibility Plan.

Parental involvement

The school will promote parental involvement as a valuable resource, ensuring good communication and providing links with the community.

Date: October 2025

Reviewed: October 2026

Reviewed by: Headteacher

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.