

SEND POLICY

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY



1 COMPLIANCE

1.1 The Dover Christ Church Academy SEND policy complies with the statutory requirements laid out on the SEND Code of Practice 0-25 (July 2014) and has been written with references to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education (DfE) (July 2013)
- Dover Christ Church Academy' s [SEN Information Report and Local Offer](#)
- Dover Christ Church Academy' s [Safeguarding & Child Protection Policy](#)
- The Special Educational Needs Coordinator (SENCo) Mr D Hunt is completing the National Award for SEN.
- Dover Christ Church Academy' s SEN Governor: Sue Parkin

1.2 Dover Christ Church Academy's SEND Policy was created by the school's SENCo in collaboration with the SEN Governor and Strategic Leadership Team (SLT), staff, students and parents. This policy clearly reflects and outlines the collaborative approach to supporting all students with SEND and to ensure clarity in understanding how the needs of students with SEN are met.

2 BELIEFS & VALUES

Dover Christ Church Academy is a comprehensive school, catering for the educational needs of the full ability range in mainstream education and recognises that any student may have a special educational need during the time that they attend the school. The school is committed to inclusion and equality. All students are valued equally at Dover Christ Church Academy. All students are entitled to an educational experience that is rewarding, challenging, appropriate and accessible.

3 DEFINITION OF SPECIAL EDUCATION NEEDS & DISABILITY (SEND)

3.1 A child or young person has *SEND if he/she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

3.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- or
- Has a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

3.3 Slow progress and low attainment do not necessarily mean that a student has SEN. The following factors should not automatically lead to a student being recorded as having SEN:

- Having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught
- Low attendance and punctuality

- Welfare concerns
- Medical conditions that do not hinder him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions
- Being a disadvantaged student; students may require additional support however, but may not necessarily have a special educational need
- Being a looked after child
- A student identified as having poor behaviour. The school will seek to identify the underlying needs of students

**SEND will be referred to as SEN (special educational need) throughout this policy where appropriate as not all students with a disability have a special educational need.*

4 AIMS

4.1 Dover Christ Church Academy aims to use its best endeavours to ensure all students with SEN receive the support they need to raise the aspirations of, and expectations for all students with SEN. This can be achieved through a collaborative and coordinated approach with students, parents and school staff to remove the barriers to learning.

4.2 The academy's core aims are to:

- Ensure good outcomes for students in terms of academic progress, social inclusion and progression into adulthood
- Encourage students to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition processes
- Support students to be independent in their learning and life
- Ensure that all students with SEN have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs and setting high expectations for every student, whatever their prior attainment
- Apply the graduated response to enhance the progress of all students with SEN in line with the school's [Graduated Response](#)
- Identify student needs as they arise and provide support as early as possible to help every student realise their potential
- Enable all staff to play a part in identifying students with SEN and to take responsibility for recognising and meeting individual needs within the classroom
- Ensure the whole school community demonstrates a positive attitude towards all students and eliminating prejudice and discrimination against students with SEN
- Allocate designated and discretionary resources for the direct benefit of students with SEN
- Involve and inform parents when developing and implementing a joint learning approach at home and at school, including instances where their child is receiving extra support/intervention

5 CATEGORIES FOR SEN & PROVISION

5.1 The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The SEND code of practice outlines 4 broad areas of need.

5.2 The 4 Broad areas of need:

- 1 Communication and interaction
- 2 Cognition and learning
- 3 Social, mental and emotional health
- 4 Sensory and/or physical

For further information about each of the broad areas, please refer to Appendix A.

5.3 Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

6 IDENTIFYING SEN

6.1 Students with SEN are identified through the following routes:

- Liaison with previous schools and/or educational settings
- Screening procedures and diagnostic assessment
- Evaluation of progress
- Teacher observations
- Discussion with students, parents or others who know the student
- External agencies and professionals (when required)

6.2 Students identified as requiring additional support will be included on the whole school SEN support list. Progress and needs of students are evaluated regularly. Students making good progress maybe removed from the whole school SEN support list.

'High quality teaching differentiated for pupils is the first step in responding to pupils who have or may have SEN'. (SEND Code of Practice, 2014)

6.3 In line with the school's [Graduated Response](#), the teacher and the SENCo review and consider the relevant data and information gathered in relation to a student's progress alongside national data and expected progress. This is to be discussed with the student and their parents in deciding the most appropriate level of special educational provision. For higher levels of need the school will draw on more specialised assessments from external agencies and professionals.

7 EDUCATION HEALTH & CARE PLAN (EHCP)

7.1 Dover Christ Church Academy, in line with the SEND Code of Practice, will continue to support students on Statutory Statements over the 3-year transition period from September 2015 until the current Statement is ceased or transferred to an EHCP through an Annual Transfer Review.

Parents will be informed when the Annual Transfer Review will take place. The school will follow the transfer guidance when instructed by Kent County Council.

7.2 EHCP ASSESSMENT

The majority of children and young people with SEN or disabilities will have their needs met by high quality teaching. Students may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHCP. More information regarding EHCP Assessment can be found on the Dover Christ Church Academy's [Graduated Response](#). Parents can also find more information on EHCP through Kent County Council.

8 SPECIAL EDUCATIONAL PROVISION

8.1 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants (LSA) or specialist staff. Curriculum teams, with support and guidance from the SENCo, will devise strategies and identify appropriate methods of access to the curriculum so that student targets can be met. These strategies may include:

- Adapt, plan and/or prepare suitable learning strategies and resources
- Teachers may provide tuition apart from the curriculum for students not making expected progress. Some of these students may have SEND
- Providing different learning materials or special equipment
- Providing in-class individual or small group support
- Developing and training staff to effectively meet the needs of students
- Accessing external support services for advice on strategies or equipment or for staff training

9 FACILITIES & EQUIPMENT TO SUPPORT STUDENTS WITH SEN

9.1 Where reasonable adjustments can be made, Dover Christ Church Academy will provide facilities and equipment beyond those that are in place to support all students. Dover Christ Church Academy will liaise with Kent County Council in applying for additional funding and/or equipment where necessary. The opinion of parents and students are included in this process.

9.2 ACCESS ARRANGEMENTS

- Students with SEN may be entitled to access arrangements for examinations. Access arrangements are adjustments that can be made to tests and examinations to cater for specific student needs. A small number of students may meet the requirements for additional arrangements to enable them to access the tests. Access arrangements are intended to make assessments accessible for all students
- At Key Stage 4 (KS4) and beyond, access arrangements for examinations are provided in accordance with the regulations as set out by the Joint Council for Qualifications (JCQ). The academy will arrange for any students who are judged to meet the criteria for access arrangements to be assessed. Where an externally commissioned report on a student's needs has been provided, the academy will consider the report's recommendations, and provide appropriate access as they deem necessary, in accordance with the regulations as set out by JCQ

10 TRANSITION

10.1 All schools have a duty to support students to make the transition to the next stage in education and towards adulthood. This is a feature of the planning discussed at the annual reviews for students with Statements of SEN or EHCP. Dover Christ Church Academy provides students with independent advice and guidance.

10.2 MOVING SCHOOLS

Students with Statements of SEN or EHCPs will already be known to the school as Kent County Council will have consulted the school about the placement.

10.3 When any student's place at Dover Christ Church Academy is confirmed by Kent County Council's admissions team, the school will discuss the needs of the student with their current schools. Where the current school indicates SEN, this information will be passed on to teachers and the SENCo through the early transition program and meeting the relevant primary school.

10.4 Year 6 to Year 7 primary schools inform Dover Christ Church Academy if any student has a high level of additional need. These children will be included in a thorough plan to support them to make a successful transition to Dover Christ Church Academy. This typically involves 2 visits to the school and a transfer of information between staff. Parents can support this process by providing copies of any SEN documentation they hold.

10.5 GOING INTO KEY STAGE 4

Parents of Year 8 students are invited to an options evening to discuss curriculum choices for Key Stage 4. These are also discussed at the annual review of all students with a Statement/ EHCP.

10.6 MOVING TO POST 16 EDUCATION

- The school works in partnership with agencies including Connections and the KCC SEN placement team, to secure appropriate Post 16 placement for students with SEN.
- In post 16 education at Dover Christ Church Academy we ensure that Post 16 teachers are aware of how best to support students in the classroom. Transition for Year 11 students starts early and meetings take place with students and/or parents where specific needs have to be met. The SENCo also works with previous schools to ensure information regarding access arrangements is in place.

11 ROLE OF THE SPECIAL EDUCATION NEEDS CO-COORDINATOR

11.1 The SENCo has day-to-day responsibility for the operation of the SEND Policy and coordination of specific provision made to support individual students with SEN, including those who have EHCPs.

11.2 The SENCo provides professional guidance and works closely with staff, parents and other agencies. The SENCo ensures that provision is in place as described in the Dover Christ Church Academy [Local Offer](#). The SENCo works with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.

11.3 The key responsibilities of the SENCo may include:

- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for students with SEN
- Liaising with the relevant Designated Teacher where a looked after student has SEN

- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with parents of students with SEN
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially Kent County Council and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the SLT, Principal and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date

12 The Senior Leadership Team (SLT)

12.1 The Senior Leadership Team (SLT) at Dover Christ Church Academy operates with the following aim:

- To ensure that all students can access school life and the school curriculum regardless of additional need

12.2 Within this remit, the SLT seeks to provide support in the following ways:

- By supporting teaching colleagues as they deliver Quality First Teaching
- By enhancing social skills and working with teachers to support home-learning interventions for students who are on the SEN register to support students in terms of their progress
- By providing physical/personal support and care

13 SUPPORTING STUDENTS WITH MEDICAL NEEDS

13.1 Dover Christ Church Academy recognises students with medical conditions should be properly supported and make reasonable adjustments so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

13.2 Some may also have SEN and may have a Statement or EHCP.

13.3 Dover Christ Church Academy recognises the value of parent participation and will ensure good liaison is maintained and parents are involved as much as possible in the target setting and reviews linked to SEN provision.

13.4 The school will ensure that the parents are notified of a decision to make SEN provision for their child.

13.5 Parents who have concerns about any aspect of the SEND Policy or practice should discuss these in the first instance with the SENCo (huntd@dccacademy.org.uk).

13.6 If the issue is not resolved parents should contact the Principal in writing.

14 MONITORING & EVALUATING THE SUCCESS OF THE POLICY

14.1 The SENCo will:

- Have oversight of the annual review process for students with a statement or EHCP
- Report to the Principal
- Evaluate:
 - i) Student progress
 - ii) Student attendance
 - iii) Post 16 destinations

14.2 The policy will be monitored and evaluated by:

- The Senior Leadership Team (SLT) and SENCo
- Advisors, inspectors, external specialists and Governors
- The assessment of individual students with SEN

14.3 The following criteria are employed:

- Meeting of statutory requirements
- Meeting the needs of all students through reasonable adjustments and best endeavours
- Providing a broad and balanced curriculum
- Effective and efficient deployment of resources

14.4 The policy and/or procedures will, where necessary, be revised in light of these evaluations.

14.5 This policy should be read in conjunction with all other academy policies, in particular:

APPENDIX A – FURTHER INFORMATION ABOUT THE 4 AREAS OF SPECIAL EDUCATIONAL NEED

1 COMMUNICATION & INTERACTION

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents and young people themselves about their particular sensibilities can be especially important to achieve this.

2 COGNITION & LEARNING

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills.

The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy

between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD. Students with a high level of SpLD may be put on the whole school SEN list.

Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

3 SOCIAL, MENTAL & EMOTIONAL HEALTH

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and Early Years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child & Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly.

It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services. This can be accessed by parents as well as the school.

4 SENSORY &/OR PHYSICAL NEEDS

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Some children and young people require special educational provision. It is this group that should be identified as having a SEN.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a MultiSensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

APPENDIX A

Inclusion and SEN @ DCCA

The link below refers to the Dover Christ Church Academy's SEN Policy:

http://www.dccacademy.org.uk/parents_information/sen/downloads/SEN_Information_Report.pdf

and to the IB website for further information regarding the approach from the IB:

In terms of the IBCP:

<http://www.ibo.org/contentassets/019c8bebf2a84f2c8493ae56de3c8c34/62jaynepletserkala-parasuramibandinclusiveducationanupdate.pdf>

The academy's approach to teaching pupils with Special Educational Needs on IBCP

IBCP students with identified SEN learn through high quality teaching, differentiated for individual pupils. Quality First Teaching is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. IBCP staff regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, this is discussed at IBCP collaborative meetings and information is included in termly provision maps. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)

On the IBCP the quality of teaching is judged to be good. We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the academy employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

How the IBCP adapts the curriculum and learning environment for pupils with Special Educational Needs

On the IBCP we follow the advice of the IB and Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning:

Curriculum

- Wide ranging career related courses are available in Key Stages 4 and 5.

Training of staff

- All staff teaching on the IBCP receive SEN advice and guidance. Specific training is provided to all staff.

Special Needs/Inclusion (Annexe for SEN Policy)

As stated in our Admissions policy we have a specific entry requirement for entry to the IBCP at Dover Christ Church Academy and Post 16, but we are an inclusive school and aim to cater for SEN, G & T, EAL and other special needs.

Support of Mother Tongue

EAL students on the IBCP are required to study and complete qualifications in their first language. In the Core lessons these students are encouraged to share their language with the group to support Language Learning. The academy's Library facilities enable these students to extend their learning in their Mother Tongue.

General Support Strategies for Pupils with English as an Additional Language

Strategy	Examples
<p>Create an inclusive environment</p> <p>Ensure that the pupil will be able to relate to the classroom environment</p> <p>Access resources from specialist suppliers e.g. Mantra Lingua</p>	<ul style="list-style-type: none"> • Display labels and signs in home languages in the classroom and around the school. • Reflect diversity in visual displays • Relate to the pupil's cultural background within the curriculum and enable the pupil to draw on his/her own experience.
<p>Pairing and Mentoring</p> <p>Set up a 'buddy' system as soon as the pupil arrives</p>	<ul style="list-style-type: none"> • Where possible with same language speaker • Friendly and out-going pupil • Good role model of English, guard against placing EAL learners in groups with pupils with Special Educational Needs • If there is a pupil with the same first language in another class make arrangements for them to meet at other times
<p>Practice activities</p> <p>Make opportunities for the pupil to become</p>	<ul style="list-style-type: none"> • Distributing equipment • Collecting exercise books

practically involved in the classroom, with a partner at first.	
<p>Visuals</p> <p>Provide as much visual support as possible in a wide variety of formats</p>	<ul style="list-style-type: none"> • Pictures • Diagrams • Photographs • Flash cards • Picture dictionaries • Computer programs, such as Clicker 6 • Television • Objects • Produce a set of picture cards for the pupils to use to communicate needs.
<p>Key words and key language</p> <p>Give short vocabulary lists of key words for each unit, as well as examples of key language required</p>	<ul style="list-style-type: none"> • Illustrate key words with simple pictures • Pre teach key words before a unit and/or lesson, using a bilingual peer, teaching assistant or parent • Create a glossary book for the pupil to record new words and key language. If the pupil is literate in first language, they should be recorded in both languages, with a definition in first language.
<p>Key visuals</p> <p>Scaffold learning using key visuals Key visuals are ways of representing or organising information diagrammatically or in a visual form.</p>	<ul style="list-style-type: none"> • Tables • Timelines • Venn diagrams • Flow charts • Pyramid diagrams • Mind maps
<p>Dictionaries</p> <p>Offer a variety of types of dictionaries</p>	<ul style="list-style-type: none"> • Picture • Illustrated topic glossaries • Bilingual dictionaries if the pupil is confident in written first language • Common words in English usage • Pupil should be made to feel confident about using a dictionary within the classroom
<p>Talk</p> <p>Opportunities for talk should be planned</p>	<ul style="list-style-type: none"> • A 'silent' period is often a stage of development in learning EAL and a pupil should not be forced to respond # • It is normal for understanding to surpass verbal output in the early stages • Create activities for scaffolded talk • Use paired discussion, preferably in first language if possible, before commencing written work
<p>Collaborative activities</p> <p>Plan for regular collaboration with peers</p>	<ul style="list-style-type: none"> • Group task facilitate involvement, belonging and the need to experiment with language in order to complete a task • Language is modelled by peers • If pupils have been taught how to work collaboratively, the group creates a nonthreatening environment for learning
Use of first language	<ul style="list-style-type: none"> • Show that the pupil's first language is

<p>Encourage regular transfer between first language and English</p>	<p>valued, fostering self-respect and motivation</p> <ul style="list-style-type: none"> • Learn a few simple phrases, numbers, colours • Provide opportunities for pupils to work in same language groups and pairs • If pupils are literate in first language encourage them to continue reading and writing • Make bilingual displays • Listen to bilingual taped stories • Read bilingual books • Use home and community languages in role play • Ask parents, staff and community members to give bilingual support in the classroom
<p>Language awareness</p> <p>Promote awareness and knowledge of language</p>	<ul style="list-style-type: none"> • Gain a simple understanding of the pupil's first language, simple phrases, basic script form and syntactical differences • Pupils should be asked to think about their 'language stories', of their experience of becoming bilingual • Teach pupils about the varieties of language within and between countries • Study the difference between written and spoken English, between different registers, codes and dialects of spoken English • Know appropriate use of English in different situations • Explain the use of synonyms, idioms, derivations and nuances in both English and first language
<p>Parental involvement</p> <p>Develop parents' ability to support and reinforce the school's work from home and create an open dialogue for the school to become better informed about the pupil's development</p>	<ul style="list-style-type: none"> • Use interpreter or bilingual teaching assistant at meetings, especially the initial meeting • Advise parents how to support their child's language development bilingually, for example, sharing picture books in first language • Give clear guidance about the British education system and the curriculum

Candidates with assessment access requirements:

Link to DCCA Exam Access Arrangement Policy