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1. Introduction

A number of learners and their families have English as an Additional Language (EAL). As is documented across all educational settings, the proportion of learners and families with EAL continues to grow and the range of home languages spoken by learners in the UK or their families is increasingly diverse. This diversity is viewed positively by all at Esland School as an opportunity to open up learners, staff and families to new cultural experiences and break down social barriers. We recognise the additional support needs that may exist for learners and families with EAL and aim to address these proactively.

2. Definition

EAL is defined as: a learner whose first language is not English, encompassing children who are fully bilingual and all those at different stages of learning English.

EAL children 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
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status.

EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

3. Our Key Principles:

1. All learners are entitled to equal access to the curriculum.
2. Forming and maintaining strong links with parents is fundamental to our learners' development and learning.
3. Learning and using more than one language is an asset and opens up a learning opportunity for our learners and staff.
4. Promoting development in a learner's home language will have a positive impact on their development in other languages

4. Teaching children with EAL and autism

- a. Distinguishing English language difficulties that are consistent with typical EAL development from those that represent disordered communication development. Whether or not they have EAL, most students in Esland School experience some form of communication impairment, consistent with their diagnosis. Accurate assessment of a learner's receptive and expressive language skills must take into account EAL status and good practice guidelines.

- b. Supporting learners with complex needs and EAL to understand the language of the classroom and express their wants, needs, feelings and opinions. Learners who are EAL may have English language difficulties that impact on their ability to understand instructions, information or conversation and to express themselves clearly to English speaking adults and peers. All of our learners have special education needs and related communication difficulties which may be compounded by learning EAL. Many of the methods used to develop communication skills across the whole school will support those learners with EAL.
- c. Families of children with additional needs may have come across outdated advice regarding stopping use of the home language. All staff at Esland School must reassure families that current guidance says families should provide the best language model by speaking the language in which they are most fluent.
- e. Establishing strong links with families in spite of language barriers. A child with ELA is best supported when families/carers and school work together and the school is constantly striving to maintain, develop and strengthen our links with families/carers. When working with families with EAL, existing language barriers must be addressed in order to optimise the learner's progress.

5. How we will support our EAL families and learners

Data Gathering

As part of the entry procedure to Esland School, from September 2017 parents/guardians/carers will be expected to disclose their child's ethnicity, home language, first language and religion. This will enable the school to support families and the learner in the best way possible.

Respecting Diversity

Esland School places huge value on a child developing as an individual according to their religious, cultural and personal beliefs and aims to work with children and their families to support this. Esland School can develop understanding and awareness of their own and other learners' linguistic and social cultures through a range of events including:

- Cultural theme weeks in school
- Culturally diverse assemblies
- Trips to culturally related places in the community (e.g. local temples, synagogues, mosques etc.)
- Working closely with parents/carers of learners to understand their perception of special education needs in their culture
- Displaying work done by learners in theme weeks so learning about different languages and social cultures is constantly showcased in the school
- Responsible to ensure resources used in class activities reflect a range of ethnicity (e.g. ensuring the library has a range of books in various languages)

Recruitment

The school employs staff irrespective of their home language and staff are not required to disclose their home language. All staff are interviewed prior to employment at which point

it is ascertained whether their proficiency in English is suitable for the post. Some staff are using EAL and may be able to converse with a child/family/carers in a different language if needed. They can act as positive role models for children who may be self-conscious that English is not their first language.

Translators and translation services

If required Esland school access the following translation services:

The National Autistic Society Telephone interpretation service: 0808 800 4104.

Prior to admission of a learner with EAL to Esland School, a library of resources will be developed which will include a range of leaflets in the learner's language.

Parents/guardians/carers will also be welcomed to involve personal translators (either professionals or friends/family members) in the support of their child. Often personal translators may accompany families to annual reviews and parents evening to support the communication between parents and school.

Supporting children with Special Education Needs and EAL on a daily basis at Esland School

In terms of supporting children who are developing English as an additional language within the classroom, many of the strategies recommended by advisory bodies are similar to that of good SEN Practice. The Department of Education have produced comprehensive working documents on how best to support learners for whom English is an additional language. The documents detail a series of strategies to teach language meaningfully, moving from the early stages of language development through to complex linguistic concepts. The themes throughout both documents are in line with the strategies used in Esland School as part of the daily planning and delivery.

Examples of the recommended strategies:

- *Use gesture/visuals/object:* At Esland School a range of appropriate visual supports are used to enhance learners' understanding and learning. Visual systems are in place throughout the school using both symbols and photos which do not rely on a child's understanding of a specific language.
- *Modelling social conventions:* Social skills are focused on as part of a learner's daily experience at Esland School. Teachers pro-actively plan for social learning opportunities in their lesson plans and all staff capitalise on naturalistic events to make social learning ongoing and meaningful for the learners. Social Stories are also created and used with individual learners or groups of learners to further develop understanding of social rules.
- *Differentiate lessons to each learner's language capability:* Due to the wide range of cognitive and communicative needs of our learners, all staff at Esland School are actively encouraged to differentiate a lesson for all learners in their class through planning sheets. As experienced practitioners, teachers at Esland School are specifically skilled at using a range of multisensory learning to enable a learner to access a lesson through means other than verbal language.

For further strategies please refer to the document strategies for supporting learners for whom English is an additional Language, “Supporting children learning EAL” (2012) by the Department of Education.

6. Provision

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including books and equipment will reflect cultural diversity and be in a variety of languages.

7. Monitoring and Recording

It is the responsibility of the class teacher to maintain up to date records of EAL children in their class whilst they are in their care. A record of progress will be collated and reviewed with the learner’s parent/carer on a termly basis. In the case of a parent speaking little or no English, a professional interpreter or family friend can attend the meetings to translate.

8. Links with other policies

- SEND & Inclusion Policy
- Teaching and Learning Policy
- Equality, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying and Cyber-Bullying Policy
- Assessment Policy