

KISIMUL

# English as an Additional Language

## Policy and Procedure

## Document Information

<b>Document:</b>	ED05 - English as an Additional Language Policy
<b>Division:</b>	Education
<b>Document owner position:</b>	Group Executive Education Lead
<b>Authorising committee:</b>	PESC
<b>Date authorised:</b>	September 2023

## Document Publication

<b>Date document first published:</b>	May 2022
<b>Date of last revision:</b>	September 2023
<b>Date of next review:</b>	September 2025

**Authorised document change log recorded at the back of this document**

**This document will be reviewed at least every 2 years**

## Contents

1	Introduction	4
2	Identification and Assessment	5
3	Teaching and Learning	5
4	Integration and access to the curriculum	6
5	Partnerships	6
6	The importance of home languages	6
7	How is EAL measured and evaluated	7
8	Guidance	7
9	Links to other policies	7
10	Monitoring and review	7
	<b>Document equality impact assessment – part A</b>	<b>8</b>
	<b>Document equality impact assessment – part B</b>	<b>9</b>
	<b>Document change log</b>	<b>9</b>

## 1 Introduction

It is important that learners learning English as an Additional Language (EAL) should receive their full entitlement to the school/ college curriculum and their continued learning at post-16, or in alternative provisions.

Many of our learners have complex needs and they are supported in classroom activities by their teacher and classroom assistants. Should any learner with EAL require any further support, it will be reflected in their EHCP and arrangements made at admission point, as part of initial assessment of needs.

It is important that all of our communication with young people is meaningfully presented, and where necessary uses augmentative support systems such as PECS or electronic AACs. A consistent approach and commonality of language should be used in order to elicit the best opportunity for understanding and processing information presented, whether verbal, written or visual.

For our learners, the added difficulty of having EAL will increase the challenges presented with engaging and accessing a learning programme. All learners within Kisimul schools and colleges have an EHCP, from which regular individual educational targets and intervention plans are devised and updated. As part of the established EHCP provision outline, EAL needs should be identified with resources and associated support specified and directed. This should be subsequently updated as part of the annual review of needs.

Whenever possible, we will try to arrange for the learner's first language to be spoken and experienced, alongside ensuring that we meet any identified cultural aspects of the young person's profile. If we do not have any members of staff sufficiently able or confident to speak the appropriate language then we encourage family members, volunteers and visitors to assist with bilingual support by providing, for example, taped recordings, telephone conversations and actual contact.

The approach adopted would be based upon the learner's personalised communication pathway and learning profile.

Our curriculum follows a flexible approach whereby it is personalised for the individual needs of each learner to meet their needs, interests, aptitudes and aspirations. We therefore factor this personalisation into the curriculum where a child is learning English as an additional language. A key principle in engaging our EAL learners is taking into account the particular needs of the child is working with the family to plan how best to facilitate the child's integration into an English-speaking setting. Research coupled with our own experience is that this individually tailored approach has shown to be highly successful. If, for example, a learner at Kisimul school/ college was most comfortable with another language our strategy in understanding how best to enable the child to use English would include observing the learner communicating in their mother tongue. As a result of this, key English words would be determined and we would translate the list of the key words in their mother tongue. This would enable the teachers to be familiar with what the child might be trying to say. All staff are aware that EAL learners will frequently understand what is being said, well before they have confidence enough to speak themselves.

## 2 Identification and Assessment

Parents, carers and Local authorities are asked to inform school of any language needs the young person/ child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside learners identify and assess learners with EAL in order to target them for support. This can be done using a variety of quantitative and qualitative data, including:

- English and Maths baseline assessment
- Teacher assessment
- Reading assessments
- Writing assessments
- Individual learner targets
- ICT based tracking systems
- Consultation with parents/ carers
- Attendance and behaviour monitoring

Once the learners have been identified and assessed, the class teacher, SLT and clinical team will work together to establish educational provision for EAL needs.

## 3 Teaching and Learning

Teachers use a range of strategies to support our EAL learners through a range of different means and will be supported by the SLT and therapeutic support team. Their role is to:

- Develop consistent approaches to teaching and learning and to build increased awareness of the existing language knowledge and understanding that learners bring to lessons
- Use speaking and listening strategies to develop learning
- Plan for teaching and learning of curriculum specific vocabulary
- Where appropriate, develop active reading strategies to increase learners' ability to read for a purpose and engage with a variety of texts.

### Developing spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Providing in class support for individuals and small groups;
- Developing appropriate resources
- Providing a range of reading materials that highlight the different ways in which English is used;
- Encouraging individuals to transfer their knowledge, skills and understanding of one language to another;
- Providing support within small-group intervention strategy programmes also involving non-EAL learners;
- Providing advice and training for staff members;
- Building on Individual's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

## 4 Integration and access to the curriculum

Learners will have opportunities to:

- Be immersed in the activities of their year and will work with their peers to encourage acquisition of language, with additional support from a learning support assistant or a qualified teacher as appropriate.
- Use accessible texts and materials that suit Individual's ages and levels of learning;
- Have support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;

## 5 Partnerships

We recognise the importance of effective dialogue between teachers, parents, carers and outside agencies. Parents and carers are kept informed of their child's progress at every stage.

Parents/ carers who are concerned about their child's / young person's progress should in the first instance speak to the Headteacher.

Where necessary, EAL Specialists from external agencies, will be invited to provide support through training or visits to maximise progress.

## 6 The importance of home languages

Kisimul school/college recognises that home languages are important for developing and maintaining positive family connections. It is therefore very important to support the language of the family home when developing concepts and EAL

- The main language of education, care and therapy is English.
- English does not replace the home language; it will be learned in addition to the language skills already learned and being developed.
- Young people and their parents' names will be pronounced correctly. English variants and diminutives will not be used unless expressly stated to be used by the student's family.
- Additional visual support as part of Alternative and Augmented Communication (AAC) systems will be used.
- Young people typically will go through a 'silent phase and/or reliance on Makaton and similar nonverbal communication' when English is used as the principal language of instruction. We will be actively supporting them, acknowledging that their oral proficiency will take longer to develop than their comprehension ability.
- We will ensure that confidence is systematically developed so that learners feel able to speak when they are confident. Staff will speak with young people with the expectation that they will, at the appropriate point, respond in spoken English to staff.
- We will check our comprehension of the student/resident's expressed views, given that English is an additional language and that misunderstandings will at times, occur.
- In safeguarding children with EAL, Kisimul will adopt a similar approach to safeguarding children with no spoken language skills.

Kisimul college/ school and home will ensure that where English is not used by parents in the family home, that appropriate translation services are used. This could be by way of other family members, or the commissioning of specialist translation services.

- We will support families to use their home language with their child/ young person, reassuring them that this will support their child's overall learning and developing use of language.
- Ensure that all staff and other learners feel comfortable and unself-conscious about hearing and using languages other than English
- We will use bi-lingual resources, adapted social stories and Makaton where this is useful for the student and/or their family.
- We will make use of Google analytics translation software for web-based materials.
- Tablets and other ICT platforms will use suitable 'apps' and Translation software where applicable.

## **7 How is EAL measured and evaluated**

- The above principles will be incorporated into the learning targets
- We will use lesson observation to evaluate the effectiveness of the teaching strategies.
- Progress is tracked at Annual Reviews and SEN/ LAC reviews

## **8 Guidance**

<https://www.gov.uk/government/publications/aiming-high-meeting-the-needs-of-newly-arrived-learners-of-english-as-an-additional-language>

<https://www.gov.uk/government/publications/developing-quality-tuition-effective-practice-inschools-english-as-an-additional-language>

<https://www.gov.uk/government/publications/learning-and-teaching-for-bilingual-children-in-the-primary-years-guided-sessions-to-support-writing-english-as-an-additional-language>

<https://www.gov.uk/government/publications/helping-children-and-families-use-english-as-an-additional-language>

## **9 Links to other policies**

This should be viewed in conjunction with the Teaching and Learning policy and Curriculum policy.

## **10 Monitoring and review**

Kisimul Staff will review this policy annually. This policy is monitored by the Headteacher/Head of College, and will be reviewed annually, or earlier if necessary.

## Document equality impact assessment – part A

<b>Document Title</b>		ED05 - English as an Additional Language Policy	
<b>Name of person completing equality impact assessment:</b>		Paul Routledge	
<b>Date equality impact assessment completed:</b>		September 2023	
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		√	
Disability		√	
Ethnicity		√	
Gender		√	
Religion or belief		√	
Sexual orientation		√	
Socio-economic		√	
Gender Reassignment		√	
Maternity/Pregnancy		√	
Updated Marriage/Civil Partnership		√	

Equality target group	a) Positive impact		b) Negative impact		Reason/comment
	High	Low	High	Low	
Ethnicity / EAL	√			√	Policy is designed to support equality of access to education for those who may not have English as their primary language.



## Document equality impact assessment – part B

<b>What is the main purpose or aims of the policy</b>	
To support EAL learners to access education.	
<b>Who will be the beneficiaries of this policy?</b>	
Support staff, pupils and families.	
<b>Has the policy been explained to those it might affect directly or indirectly?</b>	
Disseminated through department meetings as required or at point when policy is required to support an individual.	
<b>Have you consulted on this policy?</b>	
Yes	
<b>What are the expected outcomes of this policy?</b>	
To improve outcomes for EAL learners.	
<b>Name of person completing equality impact assessment:</b>	Paul Routledge

## Document change log

The document change log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of change	Change made by	Date document republished
<b>Updated to reflect terms and references to reflect current practices.</b>	Paul Routledge	September 2023