

kisimul

EDAC21 | Acacia School English as an Additional Language

Policy and Procedure

Document Information

Document:	EDAC21 Acacia School English as an Additional Language Policy and Procedure
Division:	Education
Document owner position:	Group Executive Education Lead
Authorising committee:	Safeguarding Committee
Date authorised:	May 2022 (as ED05)

Document Publication & Review

Date first published:	May 2022
Date of last revision:	October 2024
Date of next review:	October 2026
This document will be reviewed at least every 2 years, or sooner if legislation/guidance changes	
A full Change Log can be found at the back of this document	

Equality, Diversity & Inclusion Statement

No person or group should suffer oppression or lack of opportunity because of a protected characteristic. Kisimul Group opposes all forms of unlawful discrimination, and we are committed to encouraging equality, diversity, fairness and inclusion in the application of our policies so that everyone has equal access and feels welcome and at ease. To achieve this aim, the application and accessibility of our policies, and the decisions and outcomes arising from our policies, may be monitored to ensure their use is fair, equal and consistent irrespective of any characteristic as may be defined by the Equality Act 2010. This is to ensure that we are listening to people and appropriately understanding their needs, and are tailoring the way we interact and publish or act on our policies to ensure we are promoting equal access and opportunity at all times.

EDAC21 | Acacia School English as an Additional Language Policy and Procedure

Contents

Contents	3
1. Introduction	3
2. Scope	4
3. Identification and Assessment	4
4. Teaching and Learning	5
5. Integration with and Access to the Curriculum	6
6. Partnerships	6
7. The Importance of Home Languages	6
8. Monitoring Compliance	7
9. Linked Documents	8

1. Introduction

It is important that learners learning English as an Additional Language (EAL) should receive their full entitlement to the 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 learner'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 misunderstand what is being said, well before they have confidence enough to speak themselves.

2. Scope

3. Identification and Assessment

3.1.1 Parents, carers and Local Authorities are asked to inform school of any language needs the young person/vulnerable adult may have on entry to the college. 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
- IT-based tracking systems
- Consultation with parents/carers
- Attendance and behaviour monitoring

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

4. Teaching and Learning

4.1 Role of teachers

4.1.1 Teachers use a range of strategies to support our EAL learners through a range of different means and will be supported by the SALT 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.

4.2 Strategies for developing spoken and written English

- 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.

5. Integration with and Access to the Curriculum

5.1.1 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.

6. Partnerships

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

6.1.2 Parents/carers who are concerned about a learner's progress should in the first instance speak to the Headteacher.

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

7. The Importance of Home Languages

7.1.1 Acacia School 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.

7.1.2 The main language of education, care and therapy is English.

7.1.3 English does not replace the home language; it will be learned in addition to the language skills already learned and being developed.

7.1.4 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.

7.1.5 Additional visual support as part of Alternative and Augmented Communication (AAC) systems will be used.

7.1.6 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.

7.1.7 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.

7.1.8 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.

7.1.9 In safeguarding children with EAL, Kisimul will adopt a similar approach to safeguarding children with no spoken language skills.

7.1.10 Acacia School 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.

7.1.11 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.

7.1.12 Ensure that all staff and other learners feel comfortable and unself-conscious about hearing and using languages other than English.

7.1.13 We will use bi-lingual resources, adapted social stories and Makaton where this is useful for the student and/or their family.

7.1.14 We will make use of Google translation software for web-based materials.

7.1.15 Tablets and other IT platforms will use suitable apps and translation software where applicable.

8. Monitoring Compliance

8.1.1 The above principles will be incorporated into the learning targets.

8.1.2 We will use lesson observation to evaluate the effectiveness of the teaching strategies.

8.1.3 Progress is tracked at Annual Reviews and SEN/ LAC reviews

9. Linked Documents

9.1 Kisimul Policies

9.1.1 EDAC11 Acacia School Curriculum Policy and Procedure

9.1.2 EDAC14 Acacia School Assessment Policy and Procedure

