



English as an Additional Language (EAL) Policy 2019/20

Our Mission Statement

The ethos of Sheiling School is based on the social, therapeutic and educational principles of Rudolf Steiner. Essential to the school is the recognition and belief that behind every disability, each young person's human integrity and spiritual wholeness are preserved. For Sheiling School, this means that every child, both because of and despite their individual needs, has something to give and something to learn in all of their relationships, with other children, staff, teachers, carers, friends, and family.

We believe that mutual recognition and acceptance, within a distinct community setting, enable both the individual independence and social connectedness that form the basis of growth and change. We believe that recognising each child's human and spiritual integrity means to educate and care for the whole child; intellectually, morally, spiritually and physically.

Introduction

This policy is a statement of the aims, principles, strategies and provision for pupils who have English as an additional language. Sheiling School is committed to equality of opportunity for all including those for whom English is not their first language.

Our aims are:

- To provide a programme of support which will enable pupils with EAL to receive the help they need to access the curriculum.
- To liaise with parents/carers, working in partnership to facilitate progress

Identification, assessment and review arrangements

Pupils whose first language is not English are assessed on entering the school. Where necessary a learning support assistant will be responsible for providing initial support or more specialist provision may be required by a suitably qualified teacher under the guidance of the Speech and Language Therapist. Pupils will be monitored to ensure continued progress.

Where appropriate, teachers will take action to help children who are learning English as an additional language by various means developing their 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 appropriate visual cues (including the use of augmented communication);
- Providing pupils with lexicon of frequently used language;
- Developing pupils' comprehension skills;
- Displaying key vocabulary;

- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used;
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding of one language to another;
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Access to the curriculum and to assessment is ensured by:

- Using accessible texts and materials that suit children's ages and levels of learning;
- Providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- Using the home or first language where appropriate;
- Using visual cues including augmented communication (PECS etc) where appropriate and necessary.

Integration and access to the Curriculum

Pupils whose first language is not English will be immersed in the activities of their year and will work with their peers, teachers and supporting staff to encourage acquisition of language, with additional support from a learning support assistant or a qualified teacher as appropriate. Individualised Speech and Language assessments and programmes are provided by the Speech and Language Therapist.

Partnership

We recognise the importance of effective dialogue between teachers, parents, guardians and outside agencies. Parents are kept informed of their child's progress at every stage. Where parents do not have English as a first language, a translator will be employed to ensure clear communication. Parents who are concerned about their child's progress should in the first instance speak to the Head Teacher.

Liaison with other schools and agencies

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

Guidance and resources:

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

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

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