



# English as an Additional Language (EAL) Policy

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<b>Lead person(s):</b>	Head of Education

## Policy Introduction

This policy sets out the school's aims, objectives and strategies in meeting the needs, and celebrating the skills of students where English is not their first language. We seek to ensure that we are proactive in supporting children identified as having English as an additional language, in achieving their highest possible personal standards.

At Sunfield we recognise that the number of children accessing Independent and Residential Special Schools, for whom English is not their first language continues to increase, and it is through this policy that we outline our proactive approach in promoting equality of opportunity for all children for whom English is an additional language.

*\*The term EAL is used when referring to students where the language spoken within the family home is not English.*

## Policy Aims

- To celebrate multilingual skills and promote linguistic diversity with all students
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English to be able to fulfil their academic potential  
To encourage and enable parental support in improving children's attainment  
To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning  
To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages
- To ensure that children and young people with EAL needs achieve positive outcomes
- To promote academic achievement by grouping EAL students according to cognitive level rather than English language level
- To identify language outcomes for all curriculum areas and include in medium-term and weekly planning
- To provide students with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate

## Policy Implementation

It is the responsibility of the Proprietor, Principal and School Leadership team at Sunfield to ensure that staff members are aware of and understand this policy and any subsequent revisions.

## The Promotion of Home Languages

Whilst English is the primary language used at Sunfield, there is a strong commitment to actively supporting children for whom English is an additional language (or not the primary method of communication).

The school recognises that home languages are important for maintaining positive family connections, particularly for children that are cared for in a residential setting. It is therefore very important to us that we support the language of the family home whilst a child is attending Sunfield.

## Teaching and Learning

- The main language of education, care and the clinical team is English
- English will not replace the home language; it will be learned in addition to the language skills already learned, and being developed with the language community at home
- Children's names and their family name will be pronounced correctly always
- English variants and diminutives will not be used unless expressly stated to be used by the Child's family
- Additional visual support as part of the Alternative and Augmented Communication (AAC) systems will be used
- Sunfield will provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners admitted. This may include the use of translators to support and develop knowledge and skills

## Pupil Engagement

- Non-verbal children may typically go through a '*silent phase and/or Reliance on PECS/Signalong and similar non-verbal communication*' when English is used as the principal language of instruction. Sunfield will be actively supporting children through this, acknowledging that their oral proficiency will take longer to develop than their comprehension ability
- Sunfield will ensure that confidence is systematically developed so that children feel able to speak when they are confident in doing so
- Staff will speak with children with the expectation that they will, at the appropriate point, respond in spoken English to staff
- We will support families to use their home language with their child, reassuring them that this will support their child's overall learning and developing use of language
- We will ensure that all staff and other students feel comfortable about hearing and using languages other than English
- We will use bi-lingual resources, adapted social stories and visual aids/PECS /Signalong 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
- Parents' access to school life will be supported by providing dual language information and bilingual support, especially for reviews, school events and workshops, and to monitor parental involvement.

## Safeguarding

- In Safeguarding children and/or adults with poor or no spoken English, the School and Home will adopt a similar approach to that used to safeguard children with no spoken language skill
- key visuals and other strategies will be used to support children with allegations or disclosures
- Promotion and encouragement of the development of the children's first languages to facilitate concept development in tandem with their acquisition of English

## **How is EAL assessed and evaluated?**

### **Aims of EAL Assessment**

- To ensure that EAL students are assessed in their first language where possible and where appropriate
- To seek first language assessment to ensure the accurate identification of SEN
- The above principles will be incorporated into the Individual Learning Plan (ILP) and target setting for students

### **Aims of EAL Evaluation**

- Evaluation will be carried out by monitoring the academic progress of the student against national benchmarks and their peers inside in the school
- We will use lesson observation to evaluate the effectiveness of EAL support and teaching strategies
- Progress is tracked through ILP's, assessment data, Annual Reviews and Child in Need/Child Looked After reviews