

Witham Prospect School

English as an Additional Language (EAL) Policy

Relevant legislation and Guidance

- Equality Act 2010
- Special Educational Needs and Disability Code of practice 0-25 years, January 2015
- The Education (Independent Schools Standards) Regulations 2014 (latest available, revised)
- The Children's Homes (England) Regulations 2015 – UK Gov.
- Guide to the Children's Homes Regulations, including the quality standards April 2015 – DFE.
- Social Care Common Inspection Framework SCCIF: children's homes (latest version) – OFSTED.

Applies to:

The whole school, staff, visiting professionals and volunteers. This policy should be adhered to during all activities of the school whether on site or off including activities outside the normal school day. This policy applies to children and young people, families and visitors to the school if English is an additional language.

Related documents:

- Single Equality, (Culture and Diversity) policy
- Staff Code of Conduct

Availability:

This policy is made available to parents/carers, staff and children and young people via the school office. website.

Monitoring and review:

This policy will be monitored and refined on a continuous basis and reviewed tri-annually by either the Directors, Director of Education or a member of the Senior Leadership Team or earlier if changes in legislation, regulatory requirement or best practice guidelines so require.

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Approved:	Gemma Collins	Signed		Date:	May 2024
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Introduction

There are an increasing number of children and young people entering independent Special Educational Needs and Disability schools (and associated children's homes) for whom English is not the main language at home with their parents/guardians or carers. This policy is designed to ensure that children and young people of the school and children's home with EAL needs are supported to achieve positive outcomes.

This policy recognises that children and young people of the school may elect to be silent or have an inability to speak (pre-verbal) regardless of their 'home' language but nevertheless the basic premise will always be that staff should encourage speech or the development of speech at all times.

For clarification English is the conventional language of Witham Prospect School.

Aims

- To give all children and young people the opportunity to overcome any barrier to learning where possible.
- To welcome diverse languages and embrace the cultural, linguistic and educational experiences that children and young people with EAL can bring to the school
- To implement strategies to learning that ensure that EAL children and young people are supported to access the full curriculum
- To help EAL children and young people to be confident in their use of English wherever possible.
- To encourage children and young people to practise their use of English
- To utilise parental/sibling support to improve language skills but to not seek to replace the children and young people parental home language

Objectives

- To maintain and develop children and young people's self-esteem and confidence by acknowledging their home language skills.
- To be diligent in the assessment of the skills and needs of the children and young people with EAL and to make provision throughout the school to enable a greater understanding of the children and young people developing language skills.
- To equip teachers, teaching assistants and support workers with the knowledge, skills and resources to be able to support and monitor children and young people with EAL.
- To monitor children and young people's progress and to use any data in decisions about classroom management and curriculum planning.

Strategies

- Arrange classrooms to be socially and culturally inclusive recognising that any classroom could contain a mixture of non-verbal (elective) non-verbal (clinical) verbal and English as an Additional Language students.

- Where possible identify any staff member who may be a speaker of the home language and allocate them to the appropriate classroom or living area.
- Be patient and understanding of the pupil's progress in English and how this affects their participation in activities.
- Always pronounce the children and young people's name and their parents' names correctly. Do not use English variants and diminutives unless expressly asked to do so by the family or the pupil themselves.
- Recognise that children and young people may go through a silent phase or use PECS/Makaton or similar non-verbal communication strategies even when they have developed some oral skills, encourage them to be verbal but do not ignore any form of communication being used.
- Acknowledge that their ability to communicate orally may take longer to develop than their understanding of the language.
- Take the time to make sure that you are fully understanding of the children and young people's needs or intentions.
- Make use of bi-lingual resources, adapted stories, PECS/Makaton, google translation software, tablets with suitable 'apps' and other web based software
- During reviews of the children and young people's progress, if the language of the family home is not English, arrangements should be discussed with the placing authority regarding the viability of using a translator from within the family or the commissioning of a specialist translation service.

Responsibilities

Admissions team

To obtain, collate and distribute information on new children and young people to the registered manager, headteacher, members of SLT, therapy team so that staff from both the school and the children's home can be fully informed. Information required should include:

- Language spoken at home
- Information from the previous school regarding the level of English understood by the incoming pupil.
- Details of the curriculum covered at the previous school and an assessment of the children and young people's understanding of the curriculum delivered.
- Any parental wishes in relation to language (where practical and feasible).

Teaching staff

- All involved in teaching EAL children and young people should liaise regularly, especially regarding significant developments
- Teachers should communicate progress to the Senior Leadership Team at the end of each term, information to be passed to parents.
- Pass on any relevant information to school and children's home staff.

- Teachers and teaching staff should highlight and request any relevant training courses that would enable greater understanding of children and young people for whom English is an additional language.
- Use knowledge of the children and young people's abilities and progress in individual lesson planning.
- Teaching staff should always speak to children and young people who are non-verbal or for whom English is an Additional Language with the expectation that they will, at the appropriate point, respond to staff, if possible.
- Recognise that EAL children and young people may take longer to process answers to questions
- Ensure that there are effective opportunities for talking within the classroom and that the children and young people are given opportunities to absorb a rich experience of the spoken language through teaching, stories and repetition.

Children's home staff

- Residential support workers should be vigilant in their passing on to school staff any progress made in speech in general and for the purposes of this policy English as an Additional Language to ensure that all staff are aware of any changes. This is particularly important following school holidays.
- Within the support workers role, they must provide intimate care to children and young people. It is essential that notice is taken of any verbal communication, in any language, to meet the children and young people needs with dignity and respect.
- Residential support workers also have a responsibility to ensure that the nutritional and hydration needs of the children and young people are met. In the case of a non-verbal pupil or a pupil for whom English is an Additional Language they should be extra vigilant about understanding the children and young people needs.
- Residential staff should always speak to children and young people who are non-verbal or for whom English is an Additional language with the expectation that they will, at the appropriate point, respond to staff, if possible.

Senior Leadership Team

- Should monitor the progress of all non-verbal children and young people or children and young people for whom English is an Additional language regarding their communication abilities
- Should respond to legitimate and realistic requests from staff to supply teaching and communication aids.
- Should provide appropriate training and development for staff in relation to this subject
- Make sure that the EHC plan is kept current regarding communication.