

**The Forum School**  
**ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

**Legal Status:**

Complies with Part 6, paragraph 24(3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Students's Homes (England) Regulations 2015.

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours; Care and Therapy teams
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

**Related documents:**

- SEN Policy
- Teaching and Learning Policies

**Availability**

This policy is made available to parents, carers, staff and students from the school office and website.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: Sept 2018



Anne Marie Carrie  
Proprietor, Cambian Group



Greg Regan  
Interim Principal

**English as an Additional Language (EAL) Policy**

*The Forum School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential*

## Introduction

The Forum School exists to support and care for 68 young people from 7 to 19 years old, who are experiencing difficulties as a result of a diagnosis of severe autism, and other associated difficulties falling within the autistic spectrum, for example epilepsy, ADHD, PDD, dyspraxia.

Students range from low to average ability, but all demonstrate difficulties in a range of key areas of development affecting everyday life. These difficulties may embrace social understanding and communication, flexibility, coordination and sequencing, attention and concentration, repetitive and obsessive behaviours. Most students also experience global or specific learning difficulties of a severe to moderate nature. Challenging and controlling behaviour is also a common feature.

We believe that students with autism should have access to a calm, consistent, eclectic approach to meet their very individual needs and address their diagnosis. In order to achieve their full potential, we must have high expectations and an open, honest partnership with parents and all attached professionals.

Communication is the key to all of our work and all staff are asked to respect each student's individual communication style.

Approaches to autism are many and varied. At The Forum School we are child-centered and believe that by taking an eclectic approach we can provide students with an individualised programme to suit their own very special needs.

At The Forum School we are positive and motivating, making our activities so much fun they shouldn't be missed! We positively intervene to show our students that new experiences and social situations are not as confusing or frightening as they may appear to them.

The ultimate goal of The Forum School is to support our students, through specialist approaches, appropriate environments and staff expertise, to prepare them to meet the demands of everyday life as they move forward from the school into adult provisions. We want them to live as independently as possible, making decisions about their lives and having a degree of autonomy commensurate with their abilities.

The outcomes designated for every child are derived from the 'Help Children Achieve More' agenda and remain valid:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work undertaken at The Forum School.

Additionally, we aim to provide a supportive, therapeutic environment and a range of opportunities within which students can develop self-esteem, self-advocacy, personal dignity, confidence, maturity and enjoy positive relationships leading to an optimum quality of life.

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The school has developed its own assessment tool, combining Education, Care and Therapeutic provisions. E-GAP (Education – Global Assessment of Progress) will provide a measure of progress across all disciplines in a holistic way.

Individualised plans are designed to meet specific needs and these plans form the basis of the three-way partnership between student, family/other relevant parties and staff. Other documentation and assessments include:

- IEP (individual education plan - covers therapy and care targets)
- Behaviour Support Plan
- Individual Risk Assessment
- Risk Reduction Plans
- B-squared - academic subject specific assessments
- CASPA – comparative, national assessment
- Speech and Language Therapy – Children’s communication checklist (Bishop), Spence social skills questionnaire, Derbyshire LS if appropriate
- Occupational Therapy - Sensory Profile Care-givers questionnaire (non-standardised), Clinical Observation of ASD and severe learning difficulty, High-functioning clinical observations
- Psychology - Strengths and Difficulties Questionnaire, Developmental Disabilities Children’s Global Assessment Scale (DDCGAS), Psycho Educational Profile -3 (PEP-3), Leiter R, Adaptive Behaviour Assessment System – Second Edition (ABAS), Weschler Intelligence Scale for Children 3 (WISC III)
- Riding Therapy – baseline assessment and then individual programmes devised
- Medical assessments – overseen by the School Nurse, medical/well-being needs continually reviewed in consultation with Consultant Paediatrician, GP, Consultant Psychologist and Consultant Psychiatrist
- Ophthalmic and dental needs are monitored annually with professionals either visiting the school to carry out examinations or students accessing community facilities.

All assessments are reported in the Annual Review documentation and shared with parents and other professionals. This multi-disciplinary team work together to provide baseline assessments of need on student admission and then individual programmes are drawn up and shared across the staff teams.

In common with the rest of the curriculum, where a student is learning English as an additional language, this is individually planned for, taking into account the particular needs of the student and working with the family to plan how best to facilitate the student’s integration into an English speaking setting. If for example, a student at our school was most comfortable with another language our strategy in understanding how best to enable the student to use English would include observing the student communicating in their mother tongue. Our experience is that this individually tailored approach has shown to be highly successful. We offer parents the option to receive any policies, procedures, newsletters etc. That they would receive in English, translated into other languages.

In our school the teaching and learning, achievements, attitudes and well-being of all our students are important. We encourage all our students to achieve the highest possible standards. We do this through taking account of each student’s life experiences and needs.

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## Aims and objectives

At the Forum School we need to address the diagnosis of our students and to compensate for their difficulties. A specific communication package for each child can be created from a wide range of strategies available, e.g. PECS, Signalong, objects of reference, symbols, photographs, speech, and augmentative devices. A speech and language therapist supports the school and communication is a main feature of our waking day.

Socialisation is addressed through PSHCE, the use of social stories, role-modeling and integration with the community including local schools. Lego Club has been a new addition to our students' experience. These sessions are led by the Assistant Psychologists. Students are taught to work cooperatively using good communication and listening skills. Teaching 'recall' and flexibility helps address difficulties with memory and rigidity of thought. Our students are also taught to play, as this is a building block sometimes lost in early development and also supports a decrease in the need for stereotypic behaviours.

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We also ask for feedback from parents and all attached professionals including the student's social worker.

- The National Curriculum secures entitlement for all students to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

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- The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the requirements of current legislation

We aim to raise the attainment of minority ethnic students by:

- assessing students' English ability and giving students with EAL access to the curriculum as quickly as possible;
- providing students with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- developing an understanding of and valuing students' home languages;
- using visual and auditory resources;
- assessing students with EAL to establish their needs and progress;

The aims of our (EAL) provision are that all students whose first language is not English:

- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;

### Identification and Assessment

Parents are asked to inform school of any language needs their student may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside students should be able to identify and assess students with EAL in order to target them for support.

Once the students have been identified and assessed, the class teacher needs to work with colleagues to develop Individual Language Plans with SMART targets (ILP's).

### Teaching and learning style

- In our school, teachers take action to help students who are learning English as an additional language by various means:
- developing their spoken and written English by:
  - 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 students to transfer their knowledge, skills and understanding of one language to another;
  - providing support within small-group intervention strategy programmes also involving non-EAL students;
  - providing advice and training for staff members;
  - building on students' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
- ensuring access to the curriculum and to assessment by:
- using accessible texts and materials that suit students' 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.

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### Home-school links

These are in place to:

- Welcome parents into school
- Communicate with and involve parents in their students' learning
- Promote a multi-cultural understanding in school

The school is aware of obstacles to communication that may arise for some students and families with EAL and knows where to seek advice and support to overcome these.

### Professional development

All staff are provided with opportunities for training on EAL, whose responsibility it is to provide this training on a regular basis, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

### Use of ICT

ICT is a central resource for learning in all areas at The Forum School and is used when relevant for meeting the needs of EAL students.

### Resources

Staff working with EAL students can receive training in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to support Learning Development including EAL. If teachers do not share the student's language they can use resources to demonstrate the value of the student's language through:

- dual language texts;
- multi lingual labels around the classroom / school and
- stories from their own and other cultures.

### Effective EAL support

This will be evidenced by:

- High standards of EAL training and curriculum content for EAL students
- Good leadership and management of EAL
- Students with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of students at the early stage of language learning
- Support takes account of students at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson
- The offered curriculum is relevant and sensitive
- The SMT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic students
- Links with parents are good
- The area is a strength in the school

### Identification of EAL needs:

EAL needs are identified through a range of methods, including:

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- On entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings with the student and parents take place.
- By teaching staff recognition of the particular needs of a student.
- Through parental information.

Parents are asked to inform school of any language needs their student may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support. Once the students have been identified and assessed, the teacher will provide key details of the students' requirements, and advice as to appropriate strategies, through the EAL register. All should be aware that EAL students will frequently understand what is being said, well before they have confidence enough to communicate themselves.

### **Provision for Learning Needs**

Students with EAL will be differentiated for in accordance with our Differentiation and SEND policies. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). As with all students this differentiation will be personalised by subject teachers to take into account the stage of learning attained by the student, and the methods in which they work best.

### **Curriculum Access**

- At The Forum School teaching and learning, achievements, attitudes and well-being of all our students are important. Some of our students may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- All students in our school follow the curricular requirements of the National Curriculum. Students with English as an additional language do not produce separate work.
- We do not withdraw students from lessons to receive EAL support. Teaching Assistants work in partnership with class teachers within classrooms. This involves supporting individual students or small groups of students and, at times, teaching the whole class. Sometimes they work with groups of students, of whom only one or two may be EAL students.

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