

# Policy and Procedure on English as an Additional Language (EAL)

Cambian Spring Hill School

Policy Reviewer	Samantha Campbell
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Policy Level	Schools
Staff Groups Affected	All staff in school

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## 1. Monitoring and Review

- 1.1.** The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- 1.2.** The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



John Ivers  
**Proprietor, Cambian Group**  
September 2019



Samantha Campbell  
**Principal**  
January 2022

## 2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

<b>‘Establishment’ or ‘Location</b>	This is a generic term which means the school. Cambian Spring Hill School is a school and children’s home.
<b>Individual</b>	This means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Spring Hill School we have children and young people attending and/or residing between the ages of 8 and 19.
<b>Service Head</b>	This is the senior person with overall responsibility for the school. At Cambian Spring Hill School this is the Principal who is Samantha Campbell.
<b>Key Worker</b>	This is a member of staff that has special responsibility for Individuals residing at or attending the Establishment.
<b>Parent, Carer, Guardian</b>	The means the parent or person with Parental Responsibility
<b>Regulatory Authority</b>	This is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Spring Hill School this is Ofsted.
<b>Social Worker</b>	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	This means the local authority/agency responsible for placing the child or commissioning the service
<b>Staff</b>	This means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers and students on placement.
<b>SEN</b>	This means Special Educational Needs. All children and young people at Spring Hill have SEN and an EHCP in place

## 3. Legislation

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

## 4. Applies to:

- the whole location inclusive of activities outside of the normal hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the Location.

## 5. Availability

- 5.1. This policy is made available to parents/guardians, carers, staff and Individuals from the Reception as well as on our website at <https://www.cambiagroup.com/specialist-education/our-schools/autism-schools/spring-hill-school/reports-policies/>

## 6. Introduction

- 6.1. In common with the rest of the curriculum, where a child or young person is learning English as an additional language, this is individually planned for, taking into account specific requirements and working with the family to plan how best to facilitate effective integration into an English speaking setting. If for example, a student at our school was most comfortable with another language, our strategy would consider how best to support access to the curriculum. This would include observing the learner communicating in their mother tongue. Individual interventions and support strategies would be discussed and tailored to the unique set of circumstances regarding the learner. This would enable staff to develop a working knowledge of what the student might be trying to say. Each child and young person at Spring Hill receives highly bespoke programmes of learning and support which are shaped further to assessments and analysis of such.
- 6.2. We are able to provide any policies, procedures, newsletters etc. in other languages further to request.
- 6.3. The teaching and learning, achievements, attitudes, safety and well-being of all our students are extremely important to us. Working in their best interests, we encourage all our learners to achieve their best possible outcomes. We do this through taking account of each child or young person's life experiences, potential and needs.

## 7. Aims and objectives

- We tailor our curriculum to ensure it satisfies the statutory expectations of the Independent School Standards [The Independent School Standards - Guidance for independent schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/the-independent-school-standards-guidance-for-independent-schools.pdf)
  - The aim of this policy is to help ensure that we meet the full range of needs of those individuals who are learning English as an additional language. This is in line with the requirements of current legislation
  - We underpin our teaching and learning curriculum with therapeutically informed practice further to ongoing guidance from our clinical team
- 7.1. We aim to raise the attainment of minority ethnic students by:
- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible
  - providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English
  - providing additional in-class and withdrawal support to these students
  - developing an understanding of and valuing a students' home language;
  - using visual and auditory resources
  - assessing pupils with EAL to establish their needs and progress;
- 7.2. The aims of our (EAL) provision are that all students whose first language is not English:
- develop autonomy with respect to their command of the English Language
  - are supported so that they gain to a broad and balance curriculum that is appropriate to their needs
  - 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
  - develop appropriate levels of independence in order to successfully transition into adulthood and/or the world of work or Post-16 learning opportunities.

## 8. Assessment for learning

- 8.1.** We use a range of assessment tools, to include Standardised GL Assessments, to provide us with a baseline picture of each student. New starters to the school spend time in our i-START centre where they receive highly individualised support to support full transition in to the school. Further information can be sourced here: [iSTART | Spring Hill School \(cambianguroup.com\)](https://www.cambianguroup.com)
- 8.2.** We are able to support learners by translating English words or phrases that appear in the assessment materials, or non-English words or phrases that the Individuals use in their responses
- 8.3.** All students who attend Spring Hill School have individualised Access Arrangements in place to support them accordingly during terminal examinations

### Identification and Assessment

- 8.4.** We would expect initial referral documentation to alert us to all relevant information relating to language/communication barriers. Parents/carers are asked to inform school of any language needs their child may have on entry to school. To support progress against baselines, we use a range of tests/assessments in addition to teacher assessments:
- GL Standardised Progress Tests in English, maths and science
  - PASS (Pupils' Attitude to Self and School)
  - Foundation stage profile
  - CATs
  - Teacher assessment
  - Reading tests – NGRT (New Group Reading Test)
  - Spelling tests
  - Individual targets – clinical/social and academic
  - Consultation with parents/carers
  - Attendance and behaviour monitoring
- 8.5.** Individual Education Profiles are compiled further to assessment. Each is tailored to the unique needs of the student and includes measures against EHCP outcomes in addition to deficits identified during the assessment process.

### Pedagogy

- 8.6.** Teachers take action to help Individuals who are learning English as an additional language by various means:
- developing their spoken and written English by:
    - ensuring that vocabulary work covers the functional meaning of key words, metaphors and idioms
    - providing in class support for individuals and small groups
    - developing appropriate resources
    - 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 and to promote a love of reading
    - providing support within small-group intervention strategy programmes
    - providing advice and training for staff members
  - ensuring access to the curriculum and to assessment by:
    - using accessible texts and materials that suit Individual's ages and levels of learning;
    - providing support through ICT, video or audio materials, dictionaries and translators

- using the home or first language where appropriate.

### Home-school Links

**8.7.** These are in place to:

- Welcome parents/carers in to school
- Communicate with and involve parents/carers in their child's learning
- Promote a multi-cultural understanding across the school

**8.8.** Spring Hill School is aware of obstacles to communication that may arise for some children and young people and families with EAL will seek advice and support to overcome these.

### Professional Development

**8.9.** All staff will be provided with opportunities for training on EAL, through the SENCo, 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. Such training will be delivered in line with need, should the school admit a young person who requires support in relation to EAL.

### Use of ICT

**8.10.** ICT is a central resource for learning in all areas at insert name of school and is used when relevant for meeting the needs of EAL pupils.

### Resources

**8.11.** Staff working with students who have EAL needs can receive training in how to use existing resources to support language development, as part of their professional development. The school will purchase resources which reflect different ethnicities in their language, visual images and content as required. 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

**8.12.** This will be evidenced by:

- High standards of EAL training and curriculum content for EAL learners
- Robust 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 pupils 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
- Curricula and support are bespoke and tailored to needs
- SLT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic learners
- Parent/carer partnerships are positive and is an area is a strength across the school

### Provision for Learning Needs within Modern Foreign Languages (MFL) lessons

**8.13.** We have students who have English as their native language and who use another language. We will also have students whose native tongue is not English but they use it as their language of instruction. We will refer to both categories of students as Bilingual Learners as they live in two or more languages. Bilingual students are those who have ‘access to more than one language in normal and natural ways in their daily lives.’

**8.14.** Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences
- appropriate modelling of language
- opportunities to communicate confidently in the new language
- motivation through meaningful activities
- self-confidence through praise and stimulating and enjoyable learning situations

### Curriculum Access

**8.15.** Teaching and learning, achievements, attitudes and well-being of all our Individuals are important. Some of our learners may have particular cognition and learning requirements, which are linked to their progress in learning English as an additional language.

**8.16.** We do not withdraw learners from lessons to receive EAL support. Learning Support Assistants work in partnership with class teachers within classrooms to plan lessons and deliver appropriate support. This involves supporting individuals or small groups and, at times, teaching the whole class.

## 9. Standard Letters, Forms and Related Policy

**9.1.** Curriculum Policy

**9.2.** SEN Policy

**9.3.** Teaching and Learning Policies