

KISIMUL

# EDAC21 | Acacia School English as an Additional Language

## Policy and Procedure



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## 1. Introduction

It is important that learners learning English as an Additional Language (EAL) should receive their full entitlement to the college curriculum and their continued learning at post-16, or in alternative provisions.

Many of our learners have complex needs and they are supported in classroom activities by their teacher and classroom assistants. Should any learner with EAL require any further support, it will be reflected in their EHCP and arrangements made at admission point, as part of initial assessment of needs.

It is important that all of our communication with young people is meaningfully presented, and where necessary uses augmentative support systems such as PECS or electronic AACs. A consistent approach and commonality of language should be used in order to elicit the best opportunity for understanding and processing information presented, whether verbal, written or visual.

For our learners, the added difficulty of having EAL will increase the challenges presented with engaging and accessing a learning programme. All learners within Kisimul schools and colleges have an EHCP, from which regular individual educational targets and intervention plans are



EAL in order to target them for support. This can be done using a variety of quantitative and qualitative data, including:

- English and Maths baseline assessment
- Teacher assessment
- Reading assessments
- Writing assessments
- Individual learner targets
- IT-based tracking systems
- Consultation with parents/carers
- Attendance and behaviour monitoring

3.1.2 Once the learners' needs have been identified and assessed, the class teacher, SALT and clinical team will work together to establish educational provision for EAL needs.

## **4. Teaching and Learning**

### **4.1 Role of teachers**

4.1.1 Teachers use a range of strategies to support our EAL learners through a range of different means and will be supported by the SALT and therapeutic support team. Their role is to:

- Develop consistent approaches to teaching and learning and to build increased awareness of the existing language knowledge and understanding that learners bring to lessons
- Use speaking and listening strategies to develop learning
- Plan for teaching and learning of curriculum specific vocabulary
- Where appropriate, develop active reading strategies to increase learners' ability to read

- Providing support within small-group intervention strategy programmes also involving non-EAL learners.
- Providing advice and training for staff members.
- Building on Individual's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

## **5. Integration with and Access to the Curriculum**

5.1.1 Learners will have opportunities to:

- Be immersed in the activities of their year and will work with their peers to encourage acquisition of language, with additional support from a learning support assistant or a qualified teacher as appropriate.
- Use accessible texts and materials that suit Individual's ages and levels of learning.
- Have support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses.

## **6. Partnerships**

6.1.1 We recognise the importance of effective dialogue between teachers, parents, carers and outside agencies. Parents and carers are kept informed of their learner's progress at every stage.

6.1.2 Parents/carers who are concerned about a learner's progress should in the first instance speak to the Headteacher.

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

## **7. The Importance of Home Languages**

7.1.1 Acacia School recognises that home languages are important for developing and maintaining positive family connections. It is therefore very important to support the language of the family home when developing concepts and EAL.

7.1.2 The main language of education, care and therapy is English.

7.1.3 English does not replace the home language; it will be learned in addition to the language skills already learned and being developed.



## 9. Linked Documents

### 9.1 Kisimul Policies

9.1.1 EDAC11 Acacia School Curriculum Policy and Procedure

9.1.2 EDAC14 Acacia School Assessment Policy and Procedure



