



**UNLOCKING POTENTIAL**

**LEVELLING THE SOCIAL AND ACADEMIC ARENA**

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

## Mission Statement

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated on trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

<b>Date of policy</b>	September 2020
<b>Next review date</b>	December 2020
<b>Frequency of policy review (annually, every two years)</b>	Two Years
<b>Policy owner</b>	Georgia Reading
<b>Published policy</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>List of connected policies</b>	Curriculum, SEND, Equality and Dignity at work policy, SMSC, PSHE, British Values
<b>Approved by</b>	

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## Statement of intent

At The Levels School we believe in the concept of life-long learning. The Levels School aims to provide equality of access to the curriculum for all its pupils, including those for whom English is an additional language (EAL). It aims to ensure that the language and learning needs of all pupils are identified and that they are supported in overcoming any obstacles which might prevent them from becoming confident and resilient learners.

We aim to:

- Ensure strategies are in place to support pupils with EAL.
- Provide a welcoming, calm and nurturing atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL, alongside their specific learning needs.
- Use all available resources to raise the attainment of pupils with EAL.
- Monitor pupils' progress, and adapt procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.

## Teacher Responsible for EAL

- The teacher responsible for pupils with EAL is Georgia Reading. Her responsibilities include:
  - Coordinating the efficient timetabling of pupils with EAL.
  - Overseeing the assessment and targeting of children with EAL.
  - Ensuring the procurement and appropriate use of resources to support pupils with EAL.
  - Aiding staff in effective communication with parents.
  - Exploring various possibilities to ensure important information is shared with parents.

## EAL in the Classroom and Teacher Support

Classrooms will be inclusive, valuing cultural difference and fostering a range of different identities in order to boost the child's self-esteem. All staff will demonstrate high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

- The Levels School will recognise that pupils with English as a an additional language, in addition to dyslexia, will need more time to process and answer both orally and in written format. We will ensure that classroom activities will be matched to pupils' needs and abilities.
- Extra time and support in exams will be given if appropriate.
- Use of collaborative learning techniques.
- We will ensure that there are effective opportunities for talking, and that talking is used to support writing.

- Writing frames and other learning frameworks will be provided and guidance on how to use them effectively will be given. Visual supports and mind-maps will also be used whenever possible.
- Assessment methods will allow pupils to show what they can do in all curriculum areas.

## Support

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow children to learn in ways that best suit them. In our school, small class settings and therapy is given to meet the needs of each individual pupil. This includes support for their dyslexia as well as support for their home language wherever possible. Book Club will also take place each day to promote reading skills.

- All pupils follow the school curriculum which has been modified and adapted to include provision for children with dyslexia.
- The school provides texts and resources that suit the pupil's ages and levels of learning.
- All children in the school have one social skills session per week. This is an ideal opportunity to address EAL as well as social skills.
- Relevant information on pupils with EAL reaches all staff.
- Targets for pupils with EAL are set and met.
- The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly.

## Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- All members of staff will work together to ensure optimal outcomes are achieved.
- Diversity will be valued and classrooms will be socially inclusive.

Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.

## Initial assessments

- The school will undertake an initial assessment to gauge pupils' English in terms of their SEN, and their EAL.

- Initial assessments are carried out by the SENCO and the teacher responsible for pupils with EAL, and completed assessments are held on the pupil's profile.
- Teachers and therapists of the pupil will be allowed access to the assessment to inform their teaching and lesson planning.
- The pupil and the parents of the pupil may view the assessment at any time.

## Working with parents and carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment.
- Ensure the language used in letters to parents is clear and straightforward.
- Encourage parents to attend parents' evenings and participate in school functions.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

## Type of Special educational needs (SEN)

- A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- The SEN need will have been identified through assessment reports and EHCP as part of the admissions process.
- The school will ensure that the parents or carers of the pupil are not prevented from presenting their views throughout the process and are clearly informed at every stage.

## Monitoring progress

- The monitoring of pupils' progress is shared between all teachers and therapists.
- Pupil attainment and progress are updated following assessments and reviewed on a termly basis to identify and address problems.
- Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.
- School admissions register and One Advanced (MIS) identifies pupils where English is their second language
- We carry out on-going recording of attainment and progress in line with our school procedures which will include assessing EAL as well as dyslexia.