

2.27 SHEILING SCHOOL POLICY: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

This Edition – March 2024

English as an Additional Language

Whilst the principal language of instruction at Sheiling is English, the school will make robust provision for students where English is not their primary language.

Parents and families are asked to inform school of any language needs their student may have on entry to school. In addition to this, class teachers liaising with colleagues and working with the students should be able to identify and assess students with EAL in order to ensure support is directed towards these students in an effective manner.

Curriculum Approach for EAL

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 students and working with the family to plan how best to facilitate student integration into an English-speaking setting.

The school approach is to make the curriculum as accessible as possible for all students, including those with the EAL. 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.

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, the development of appropriate resources and 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 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 and through providing the appropriate support using IT, video or audio materials, dictionaries and translators, readers etc.

SEND and EAL

The school recognises that given the nature of our students' learning disabilities, their learning needs in developing expressive and receptive communication require adaptive, assistive and augmentative communication methods. Where needed, resources such as picture symbols, for instance, will be adapted appropriately and using, if appropriate, the students' home languages.

The school has made provision such as Teaching Assistants supporting the student with native language skills. Such provision will go in line with that indicated and therefore required for the student as part of EHCP provision.

The school will consult with parents on an ongoing basis regarding any provision for their young person around EAL needs and with a view to continue to ensure that curriculum provision best meets the needs of the student.

Review of this Policy

This policy is reviewed every three years or more frequently by the Head of School.