



## **2.27: English as an Additional Language (EAL) March 2026**

### **English as an Additional Language**

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

Parents and families are asked to inform us of any language needs their student may have upon entry. 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.

In line with our Admissions Policy, all students entering the Sheiling will have moderate to severe learning difficulties and may have complex needs. All students will have an Education, Health and Care Plan (EHCP). EAL in itself does not comprise Special Educational Needs and Disabilities (SEND). The Sheiling will seek to assess whether a student's lack of progress is due to their SEND needs or due to EAL needs.

### **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.

All students with EAL will have full access to the curriculum.

Our approach is to make the curriculum as accessible as possible for all students, including those with the EAL. If, for example, a student 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.

At the Sheiling, teachers take action to help students who are learning English as an additional language by various means:

- Utilising assessment, including any prior assessment information to understand students' levels of English proficiency.
- 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 Information Technology (IT), video or audio materials, dictionaries and translators, readers etc.

## Adaptive teaching- Special Educational Needs and Disabilities (SEND) and EAL

We recognise that, given the nature of our students' learning difficulties and disabilities, their learning in developing expressive and receptive communication often requires 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 Sheiling has made provision such as staff supporting the student with native language skills, where possible. Such provision will go in line with that indicated and therefore required for the student as part of Educational, Health and Care Plan (EHCP) provision. We 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.

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