

English as an Additional Language Policy

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Policy ratified by:	Ann Stewart	Director of Children's Services
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1. Statement of intent

Sutherland House School Braithwell is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues.

All autistic pupils are considered to have a disability as a consequence of their autism and the school has been designed around the needs of these children and young people. They can be hypersensitive to sound, light and temperature. Autistic people can also find transitions very difficult and can prefer to understand what routine they are following i.e. what to anticipate. Where somebody has these needs, and they are not well met this can lead to periods of distress and behaviours that place themselves and others at risk. This is not true of all but given the higher level of need of the pupils in our care, it is likely to apply to a proportion of pupils attending the school at any one time.

The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Pupil Equality, Equity, Diversity and Inclusion Policy, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the Staff Equality, Equity, Diversity and Inclusion Policy.

This policy must be adhered to by all staff members, pupils, parents and visitors.

2. Aims

Sutherland House School (SHS) Braithwell is aware of its obligations to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

- There are currently no EAL pupils at SHS Braithwell.
- The school recognises that EAL pupils come from a variety of backgrounds. Some of their families are from well-established communities.
- Many EAL pupils are isolated learners and may be the only speaker of their language in their class or at school.
- We recognise any EAL pupils who attend SHS Braithwell are literate in their home language on arrival whereas some may have had no previous formal education.
- We are aware that a proportion of EAL pupils may have experienced trauma and this will have an impact on their learning.

3. Context of SHS Braithwell

SHS Braithwell currently has no pupils who are learning English as an additional language, however, are prepared for the referral of any pupil with EAL and have provisions in place to gather information on:

- Pupils' linguistic background and competence in other language/s.
- Pupils' previous educational experience.
- Pupils' family and biographical background.
- A member of teaching assistant team will be nominated to have responsibility for EAL and promotes the Key Principles of additional language acquisition:
- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for as long as is needed.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

4. Assessment

- All EAL pupils are entitled to any assessments as required.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the development of English is regularly assessed and monitored.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English Language.

5. Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified – where possible these will also be visualised.
- Enhanced opportunities are provided for speaking and listening, including both processing and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture to further enhance vocabulary wherever possible.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- SHS Braithwell has the ability to provide appropriate materials such as dual language text books, dictionaries and key word lists. Videos, maps, I.C.T. and story props also give crucial support.

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