



EIS ENGLISH AS AN ADDITIONAL LANGUAGE

This policy applies to the whole school

The Policy is available to the school staff on the 'Staff Share'

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Applies to:

- Whole School

Related documents:

- Special Educational Needs and Disability (SEND) Policy
- Curriculum: Teaching and Learning Policies

Availability

This policy is made available to parents, staff and pupils in the following ways: on request a copy may be obtained from the School Office.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Policy Agreed: February 2024
Date Published: February 2024
Next Review: September 2024

Signed

Mr Javier de la Fuente
Headteacher

Mr Andy Thompson
Proprietor who is the Chair of the Advisory

Rationale: At Landon School the teaching and learning, achievements, attitudes and well-being of all our children are crucial. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Autistic learners often present unique challenges in their learning experiences due to the diverse nature of their individual needs. The characteristic features of autism, such as difficulties in social communication and sensory processing, can impact the traditional methods of teaching and assessing their comprehension and understanding.

The presence of these special needs may contribute to challenges in expressing themselves verbally or through conventional means, potentially hindering educators from accurately gauging their true level of understanding. It is crucial to recognize that the traditional assessment tools and approaches may not fully capture the cognitive abilities and knowledge of these students. Therefore, this policy seeks to implement alternative and inclusive assessment strategies that account for the diverse ways in which these students may demonstrate their comprehension, ensuring a more accurate representation of their learning achievements.

Through personalized and flexible evaluation methods, we aim to unveil the authentic potential and understanding of each child, fostering an environment where their unique strengths and capabilities can shine.

The backgrounds of pupils at Landon School mean that the their special needs might of our EAL pupils are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrases in speaking, writing and grammar. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)). Pupils for whom English is an additional language (EAL) will be provided with appropriate support provided they meet Landon School academic criteria. Teachers will assess the children to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at Landon School.

We aim to raise the attainment of minority ethnic pupils by:

- Assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible.
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English.
- Providing additional in-class support to these pupils.
- Developing an understanding of and valuing pupils' home languages.
- Using visual and auditory resources.
- Assessing pupils with EAL to establish their needs and progress.

Identification and Assessment

Parents are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside pupils should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- Class observation
- EYFS profile
- Teacher assessment
- Reading activities
- Individual pupil targets
- Consultation with parents
- Attendance and behaviour monitoring

Determining their level of understanding and the cause of their communication difficulties is always challenging due to their diagnosis, making it difficult to distinguish between the impact of their diagnosis and potential language barriers.

Teaching and learning style

In our school, teachers take action to help children who are learning English as an additional language by various means, including developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing support for individuals and small groups;
- developing appropriate resources;

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- where applicable, explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- providing advice and training for staff members;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

Curriculum Access

At Landon School all children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children's ability to participate in the full curriculum is guaranteed following our pathways, which reflect the different developmental ages our children. Teaching Assistants and Learning Support Assistants work in partnership with class teachers to support individual children or small groups of children. We support access for all children to the curriculum by:

- allocating students into different pathways to ensure their needs are met
- taking into consideration children's special interest to motivate them
- using accessible texts and materials that suit children's developmental age and level of learning;
- providing support through visuals using software such as inPrint;
- providing support through ICT, video or audio materials;
- purchasing resources which reflect different ethnicities in their language, visual images and content.
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking (when applicable) and listening activities in English with peers and adults.
- for non-verbal learners, exposing them to a wide range of English words and providing a variety of tools for them to communicate and progress in English.