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.
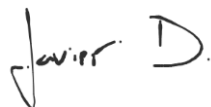
Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been 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.
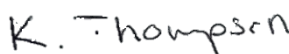
Policy Agreed: May 2025
Date Published: May 2025
Next Review: May 2026

Signed

Mr Javier de la Fuente   Ms Katie Thompson
Headteacher   Proprietor's Agent

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 language 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 diverse backgrounds of students at Landon School often result in our EAL (English as an Additional Language) pupils exhibiting higher-order language needs. This includes advanced reading and listening comprehension skills, as well as the ability to use more sophisticated vocabulary and phrases in speaking, writing, and grammar.

We do not consider a child to have a 'learning difficulty' solely because their home language differs from the language used in the classroom (Education Act 1996, Section 312(1), (2), and (3)). EAL students will receive appropriate support if they meet the academic criteria set by Landon School.

Teachers will assess these students to determine the level of support they may require, ensuring they have equal access to the curriculum and all aspects of life at Landon School. This assessment is completed following the SCERTS Framework.

The SCERTS Framework is a comprehensive educational model designed to support children with Autism Spectrum Disorder (ASD) and related communication difficulties. It stands for Social Communication, Emotional Regulation, and Transactional Support, three interrelated areas that guide both assessment and intervention. The framework is developmental and person-centred, aiming to build functional skills within meaningful, everyday contexts rather than isolated, clinical settings.

In our school, which serves autistic pupils, the SCERTS Framework is especially relevant for learners with English as an Additional Language (EAL). Among its three core domains, the Social Communication component holds particular importance. Many of our students face challenges not only with spoken language, but also with using and interpreting non-verbal communication, understanding social cues, and engaging in meaningful interaction. These challenges can be further compounded when English is not a child's first language. As a result, fostering social communication becomes a central focus in both our language support and autism-specific provision.

By prioritizing social communication, we aim to help pupils develop the ability to initiate and sustain interactions, express their needs, share experiences, and engage with others across linguistic and cultural differences. This focus aligns closely with the principles of inclusive communication, ensuring that every pupil, regardless of language background, is supported in accessing learning and building relationships.

Through the use of the SCERTS Framework, we integrate language development into all aspects of the school day, using consistent routines, visual supports, and collaborative practices among staff and families. This ensures that language learning and communication development are meaningful, contextualised, and responsive to each pupil's individual needs.

We aim to raise the attainment of minority ethnic pupils by:
- Assessing pupils' English/Communication 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 individualised support to all pupils.
- Developing an understanding of and valuing pupils' home languages.
- Accurately 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
- Pathway Finder process which includes SCERTS assessment
- EYFS profile
- Teacher assessment
- Reading activities (see Reading Policy)
- 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/Communication 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;
- where applicable, explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of adapted reading materials that highlight the different ways in which English is used;
- where applicable, 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.