

EASTWOOD GRANGE SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY



Eastwood Grange Vision Statement:

“Building resilience and skills in our young people for an independent, fulfilled life beyond education”

Overview

Eastwood Grange School is an independent, special day school for up to 50 boys and girls aged 5-18 years. The students exhibit a variety of severe and complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our students have breakdowns in a number of educational settings and been failed by the level of support for their needs prior to their time at Eastwood Grange School. They arrive very disengaged with education and life after having experienced many crises and trauma.

Issue date: April 2019

Review date: April 2021

Next Review date: April 2020

Author: Stuart Lees (Head Teacher)

Local Procedure Title	English as an Additional Language
Site	Eastwood Grange School
ECS Policy number and title	EWG16 English as an Additional Language
Local Procedure template reference	EWG LP 16
Local Procedure date	April 2019
Local Procedure review date	April 2020
Local Procedure Author(s)	Stuart Lees, Head Teacher
Local Procedure Ratification	Checked and Approved by: Eric Knutsen, Head Teacher

1. Introduction
2. Aims
3. Objectives
4. Strategies
5. Teaching and Learning

1 INTRODUCTION

The term EAL (English as an Additional Language) is used to refer to young people whose main language at home is other than English.

As an independent school specifically meeting the needs of those with SEMH, with referrals made through local authority commissioning teams, this policy assumes that all young people at Eastwood Grange have an EHCP prior to arrival. Therefore, this policy affects all young people on roll who have EAL needs.

EAL young people, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English.

Such young people will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL young people.

2 AIMS

To welcome and value the cultural, linguistic and educational experiences that young people with EAL bring to the School.

To implement School-wide strategies to ensure that EAL young people are supported in accessing the curriculum.

To help EAL young people to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

3 OBJECTIVES

To be able to assess the skills and needs of young people with EAL and to provide for their needs.

To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor young people with EAL.

To monitor young people's progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.

To maintain young people's self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

4 STRATEGIES

There will be a positive and effective language ethos:

There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a young person's mother tongue.

Appreciating and acknowledging a young person's ability in her/his own culture is crucial for her/his self-esteem.

The language development of all young people is the responsibility of all teachers and teaching support staff.

There will be liaison between mainstream and support departments to discuss language development within the structure of the lesson.

Diversity will be valued and classrooms will be socially and intellectually inclusive.

Teachers will be knowledgeable about young people's abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and young person grouping.

Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

5 TEACHING AND LEARNING

In order to ensure that we meet the needs of EAL young people, staff will:

- assess the young person's fluency level as soon as possible
- show differentiated work for EAL young people
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect young people to participate in all classroom activities / tasks
- monitor progress carefully and ensure that EAL young people are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL young people need more time to process answers and to complete extended work
- allow young people to use their mother tongue to explore concepts when appropriate
- give newly arrived young people time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- group young people so that EAL young people hear good models of English
- use collaborative learning techniques
- spoken and written communication between the young people and teaching and non-teaching staff, and between the school and parents and the local community, will be positive and appropriate, including the use of young people's home languages.

Ultimately, we expect that, in line with our aspirations for all young people, those with EAL support needs will succeed in line with our curriculum policy.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
9/4/2019	Eric Knutsen, Head Teacher	Added local procedure templates, reviewed the policy, statement about the school amended in light of the material change.
11.3.20	Stuart Lees Head Teacher	Reviewed as still relevant
11.3.21	Stuart Lees Head Teacher	No changes required