

<b>Local Procedure Title</b>	<b>English as an Additional Language</b>
<b>Site</b>	<b>Priory Clay Hill School</b>
<b>ECS Policy number and title</b>	
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<b>Local Procedure Author(s)</b>	Danielle Leahy-Wright
<b>Local Procedure Ratification</b>	Checked and Approved by GM

## 1. Introduction

Our aim is to ensure a clear, coherent way to provide for the special educational needs of our pupils in order to develop independent and emotionally healthy learners. Children have special educational needs if they have learning or behavioural difficulty which requires special educational provision which is additional to or otherwise different from the educational provision made generally for children of their age. These additional needs may include the following:

- Social and emotional difficulties
- Cognition and learning.
- Speech, language and communication difficulties.
- Social communication difficulties (such as ASD).
- Sensory, physical and/or medical needs.
- Identified ability (able, gifted and/or talented children).

Please note this list is not exhaustive.

At Clay Hill School we cater primarily for children with a diagnosis of ASD. This is catered for within our higher levels of staff support, individual target setting and personalised curriculum. All staff are expected to take into consideration the individual needs of the pupils when planning and delivering the curriculum. In addition to this our pupils may experience a range of other learning needs and may need additional provision.

The School's English as an Additional Language (EAL) policy was developed in consideration of the Special Educational Needs (Information) Regulations (Clause 65). It is written as guidance for staff, parents and children and with reference to: SEN Code of Practice (which takes into account the SEN provisions of the SEN and Disability Act 2001) September 2014, ISI Integrated Handbook – Regulatory Requirements, January 2015).

## 2. Our commitment

*Clay Hill School aims to provide children with:*

“a personalised education that brings out the best in every child, that builds on their strengths, enables them to develop a love of learning; and helps them to grow into confident and independent citizens, valued for the contribution they make.”

(DfES, 2004, para. 3.0)

- All children will have, as far as possible, equal access to all aspects of the curriculum, but modifications will be made to the curriculum if appropriate;
- To boost the literacy and numeracy skills of pupils with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such pupils to the rest of the curriculum;
- To develop differentiation in all lessons to improve the educational opportunities of all pupils, regardless of ability;
- To meet the special educational needs of children with physical disabilities as far as is practicable in terms of the layout/resources of the school;
- To communicate with parents and carers about all aspects of the special needs provision made for their children and to seek to develop this partnership;
- To deploy Learning Support resources in as effective a way as possible;
- To use the SEN Code of Practice as a framework for identification of, and provision for, pupils with special educational needs;

*Clay Hill School will endeavour:*

- To provide an atmosphere of sensitivity, security and respect for all pupils;
- To ensure all pupils have the opportunity for educational success through an environment that encourages them to develop their self-esteem, confidence and independence;
- To be committed to the training and development of all staff as members of our community.

*Clay Hill SEN policy aims:*

- To ensure that all staff give all pupils the opportunities for educational success, by making the curriculum accessible and by removing barriers to learning;
- To ensure staff use the provision available at our school for pupils with identified additional learning needs and follow the procedures to access these;
- To identify the staff who are involved in the additional learning needs provision, their roles and responsibilities.

### 3. Our aims and objectives

At Clay Hill School we aim to ensure that:

- Clay Hill School “makes adequate provision for groups of pupils with ... other specific needs, such as English as an additional language.” (ISI Integrated Handbook – Regulatory Requirements January 2015,.37)
- EAL children are identified and teachers are aware of their pupils’ language needs, to ensure they are able to access a broad curriculum and are supported in achieving their potential.

Clay Hill School recognises that:

- EAL pupils’ ability to access the curriculum may be ahead of their English language skills
- EAL is not SEND (“special educational need / disability”) or a “learning difficulty”
- EAL pupils may have additional needs in accessing the language used by staff and peers, with related learning issues, which can lead to underachievement and isolation
- All teachers are teacher of pupils with individual needs, and are responsible for developing children’s spoken and written language skills to raise pupils’ achievement
- Language is effectively developed in a purposeful context across the curriculum
- Teaching and support staff play a crucial role in modelling uses of language
- Language is central to identity and the views of the pupil and parents are taken into account in supporting a pupil’s learning

### 4. Principles of EAL provision

In providing for the needs of pupils with English as an Additional Language the School:

- Considers EAL provision a whole school responsibility
- Regards bilingualism as an asset. EAL pupils are supported and encouraged to integrate and thrive in the culture of the School whilst appreciating their own home language and cultural uniqueness

Provides class/subject teacher/Key Person differentiated work and learning opportunities as required in order to immerse and support pupils in accessing a broad and balanced curriculum recognises that effective EAL differentiation needs:

- Comprehensible input for pupils within a rich multi-sensory contextual background
- Comprehensible output by pupils receiving active encouragement in a supportive/ collaborative learning environment

**5.EAL definition**

An EAL pupil is one whose first language is not English. This includes pupils who are fully bilingual as well as those at different stages of learning English.

**6.Individual Support Plan (ISP)**

The individual support plan will identify targets for development, success criteria and strategies to support the pupil in the classroom. This will be developed between the pupil, parents and tutor team. The plan will be reviewed 6 times during the year and updated at each review date. The provision will then be reviewed, new targets set or previous targets revised as appropriate to the individual pupil.

**7.Provision**

The majority of pupils at Clay Hill School will have an Education, Health Care Plan (EHCP). Most of the EHCPs we receive, will ask for access to the National Curriculum through the provision of learning in smaller groups of pupils than a mainstream setting, with a higher ratio of staff to pupils. By placing pupils at Clay Hill School, this requirement is already fulfilled and this may be sufficient for some pupils.

Clay Hill School aims to offer all our pupils:

- A broad and balanced curriculum differentiated to the pupils’ needs;
- A range of teaching strategies and approaches;
- ISPs, **PHPs and IPRA**s closely matched to the pupil’s individual needs, are discussed with the pupil, and regularly reviewed.

Following a review of the pupil’s progress, further intervention may be required. At Clay Hill School, a three wave model of support is used which supports and compliments the quality first teaching taking place in the classroom.

*Wave one:*

The Individualised Curriculum provides personalised pathways which enable pupils to achieve to the best of their abilities. Small group work focusing on specific identified areas (behaviour, Emotional responses, social skills) may also take place in Wave one.

This may include following the National Curriculum and working towards accreditation from external examination boards, ASDAN and/or COPE programmes, Outdoor Education, Social Skills workshops, creative workshops such as expressive arts and music. In Key Stage four, the personalised curriculum may also include college placement and/or work experience opportunities.

*Wave two:*

The aim of Wave two is to provide additional support to pupils who require more specialist teaching and support in further developing basic literacy and numeracy skills, social and communication skills. This could include smaller group provision targeted to meet the pupil's specific needs at that time. For example, in groups of 2 or 3, pupils may be provided with targeted social skills. Pupils may be given additional, focused opportunities to improve literacy and/or numeracy to enable them to close the gap on previously missed learning.

*Wave three:*

Wave three provides specialist intervention programmes for their individual needs. This may include specialist 1:1 support focused on communication and language therapy or focused support to develop literacy/numeracy. This may also include a specialist structured programme using learning mentors for example or outside agencies such as speech and language therapists.

Assessment of pupil's progress take place on a regular basis according to the school's Assessment Policy.

### **8.English as an Additional Language (EAL)**

Where pupils attend school with EAL, Clay Hill school aims to:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to Clay Hill;
- To implement whole school strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Teaching and Learning to support EAL learners:

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

- Assess the pupil's fluency level as soon as possible;
- Show differentiated work for EAL pupils;
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context;
- have high expectations, expect pupils to participate in all classroom activities/tasks;
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks;
- recognise that EAL pupils need more time to process answers and to complete extended work;
- allow pupils to use their mother tongue to explore concepts when appropriate;
- give newly arrived pupils 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 pupils so that EAL pupils hear good models of English;
- use collaborative learning techniques;

Spoken and written communication between the students and teaching and non-teaching staff, and between the school and parent/careers and the local community, will be positive and appropriate, including the use of students' home languages.

### **9. Involvement of alternative professionals within the school**

A referral for further assessment, advice or support may be made where there is cause for concern from the pupil's file or notes on attainment pre-admission. Referrals will be made through the Deputy Head and SENCo to any or all of the members noted below:

- Educational Psychologist
- Speech and Language Therapist
- Therapy Department
- Healthcare

Referrals can also be made at any time after the induction period where staff have concerns for a pupil's progress and/or identify the pupil as:

- not making sufficient progress in assessments for reading accuracy, comprehension, spelling and Maths computation;
- having a reading age that remains below eight years (age appropriate);
- possibly having severe language delay or significant problems with social communication understanding;
- showing extreme social, emotional and/or behavioural difficulties;
- having specific learning difficulties;

Referrals should be made through the Deputy Head and SENCo, following the referral process.

### **10. Reviewing pupil progress**

Monitoring and evaluation takes place regularly through termly progress reports, review of the ISP, an annual report and review of statement if in place. Updates will be given by Tutors to Care Reviews, Care Progress meetings and planning meetings.

#### *Education Reports*

Reports are written annually using the full range of level descriptors and identifying national curriculum levels for all subjects. ISP Targets for learning and behaviour are assessed, reviewed and updated every term by the Tutor team. These will form the basis of a brief termly report sheet. This will identify areas of progress and new targets to enable further

progress to be made. These will be translated to the mother language for parents, and interpreters can be accessed.

### *Annual Reviews*

Invitations to attend the pupil's annual review are sent to local Authorities working with the pupil, parents and/or carers and the pupil. These will be translated to the mother language for parents, and interpreters can be accessed. The review aims to:

- Assess the progress of the pupil in relation to their Statement of Educational Needs;
- Review the provision made for the pupil against the Statement objectives;
- Consider amendments to the existing Statement in order to better meet needs;
- Set new targets / plan transition for the following year;

### *Care Reviews*

All authorities working with the Looked After Child and any adults with responsibility for education, care and welfare of the Looked After Child are invited to the LAC Review which takes place every six months. These will be translated to the mother language for parents, and interpreters can be accessed. The review aims to:

- Assess progress against targets set at last review;
- Monitor any action points raised at last review;
- Plan for the next six months period;
- Review the PEP;
- Review the care, social and educational provision for the pupil;

If there is a cause of concern, a planning meeting may be convened or social services may coordinate a meeting if the pupil is considered to be a Child in Need.

## **11. Pupil Involvement**

The school encourages pupils to be actively involved in the planning, assessment and evaluation of their learning. The tutor team will discuss the setting and evaluation of learning and behaviour targets with individual pupils. For many subjects, pupils will be asked to assess their own attainment of the learning objectives. Pupils are also encouraged to provide their opinions in written form prior to their Annual Reviews, CLA and PLAC meetings to provide a selection of work or a presentation and to attend their reviews in person. There is a complaints procedure for pupils.

## 12. Planning

In order to support planning, an EAL pupil's competence in English can be regarded as:

- Level 1: Silent period (beginner)
- Level 2: Basic interpersonal communication skills (BICS)
- Can be reached within two years of exposure to English
- Level 3: Socially competent language; beginning to communicate increasingly effectively in an academic environment
- Level 4: Acceptable levels of English language, but it is still a barrier to underachievement in some educational areas
- Level 5 : Cognitive academic language proficiency (CALP); English is not an academic barrier

A minimum of five years may be needed to achieve this stage of being in line with peers who have English as a first language.

NB, it is recognised that pupils at this stage may still benefit from explicit teaching of language within the context of individual subjects and topics.

## 13. Complaints Procedure

- Staff should follow the school's complaints policy – See Complaints Policy;
- Placing LAs must 'take whatever steps they consider appropriate to make disagreement resolution services known to parents, Head Teachers, schools and others they consider appropriate' (SEN Code of Practice)

## 14. Continuing Professional Development

In-service training and professional development will be undertaken in line with the School's Training Policy and in response to the School's development plan. Academy training modules will address some of the training needs of staff.

Training will be identified and accessed where appropriate and where significant positive impact on pupils will be an outcome from training opportunities.

## 15. Evaluation & Review

- The effectiveness of the English as an Additional Language provision provided by the school will be evaluated by the Deputy Head Teacher, SENCO and Core curriculum lead.
- The English Lead will have input into the EAL policy. Please also see English/Literacy policy.
- The English as an Additional Language policy is a working document and is kept under constant review. Feedback on the policy is welcomed by all staff. The policy will be formally reviewed annually by the Deputy Head Teacher, SENCO and Core curriculum lead.

<b>Contents Checklist</b> (Local Sites may add additional items – this is a core list)			
The rationale and overall objectives of the procedure			
A definition of SEN, and the four broad 'areas of need' from the SEND Code of Practice, indicating any specialist areas of need provided for within the school			
How the school leadership team will ensure staff are aware of and adhere to the policy's stated aims			
Arrangements for reviewing the policy			
Systems and processes within the school and the training for staff			
Any interventions that are provided to enable pupils to achieve their potential			
Arrangements for review meetings, including annual reviews.			

**Local Procedure Review History:**

<b>Date Reviewed</b>	<b>Reviewer</b>	<b>Summary of revisions</b>