



The Lioncare School Curriculum Policy 2016-7 English as an Additional Language

Policy Type and Title	Related Documents	Related Legislation	Author	Consultation	Curriculum Links	Date Created	Date for review
Curriculum English as An Additional Language	School Improvement Plan SEN Policy	The Education (Independent School Standards) (England) Regulations 2003 1(2)(a)(ii) 1(2)(b) 1(2)(c) 2(e) 6(2)(f)	Sara Fletcher	Director	SEN Policy	April 2012	August 2013 Reviewed 22/8/2013 Next review 31/8/13 Reviewed 4/8/14 SF Reviewed 03/10/15 Reviewed 9/8/16

Introduction

Although The Lioncare School has not historically had pupils for whom English is an additional language, we recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that all pupils' achievement is linked to an environment in which they feel valued and confident. The Lioncare School will consider all referrals for children able to thrive and make progress within a therapeutic, group-based learning environment. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum. A named person (The Head Teacher) will be responsible for EAL. The Head Teacher will write an Action Plan annually when pupils with EAL needs are on role.

Aims

This policy aims to provide information on how the school will recognise, plan, implement and monitor successful EAL provision which has the following features.

1. Pupils learning English as an additional language are entitled to the full Lioncare Curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the start. Discrete sessions may be a feature of the action plan if the Head teacher assess this to be necessary
2. All teachers will be responsible for building strategies into planning to support the language development of EAL pupils and will structure lessons appropriately.
3. Accurate information on pupils' needs, attainment and progress should be maintained in an accessible and manageable form.
4. Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties.

5. Pupils will continue to need support with specific subject and academic language for longer than the time it normally takes to become proficient in the social forms of English.

6. Resource costs for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils. This work will start at The admissions conference and be detailed through the Baseline assessment process

Guidelines for Good Practice

Home / School Links The importance of home/school links cannot be underestimated. Parents/Carers need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. Interpreters maybe necessary to achieve:

- Completion of Initial Entry Form with parents;
- Translation (if necessary) of school reports on pupil progress;
- Attendance of adults at teacher/adult meetings.

In the case of Lioncare Children in Residential Care where they are likely to have an EAL need in the living environment it is key that home and school work very closely to ensure consistent support- eg key vocabulary is shared and achievable targets are planned and monitored in both

Integration into the school of EAL pupils

- New pupils should feel welcomed with an identified Key Worker to help integrate them into the school community.
- We will ensure a supportive environment with signs and books around the school in multi-lingual format and encourage pupils to share their culture, language and religion.
- EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, nonthreatening contexts will enhance progress in all areas.
- Pupils in the early stages of learning English who are literate should be encouraged to record work in mother tongue, transferring to English as they become more proficient.
- EAL pupils should be taught subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate.
- All school staff will be made aware of the linguistic needs of individual EAL children.

The Role of the Class Teacher

- Teachers are responsible for completion of Individual EAL Plans to identify needs of EAL pupils.
- Teachers will develop strategies to support English language development, as identified on EAL Plans. This should include prompts to the teacher on weekly plans.
- Where an EAL Pupil is also a SEN pupil the general learning difficulties will be referred to in the IEP whereas the EAL Plan will focus EAL issues and provision.
- All EAL plans will be kept alongside the class planning folder and any person observing a lesson will be directed to the folder.

The Role of the Head of Teaching

- to support staff in the teaching of EAL pupils.
- to be responsible for ensuring that EAL data collection procedures are carried out.
- to monitor EAL provision in the school.

Resources

- The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences resources may include:
- Dual Language books in classrooms and libraries
- Multi-lingual signs and posters around the school and classrooms.
- Displays of languages.
- Language tapes of stories, poems and songs.
- Dual language I.T. programmes.
- Language and vocabulary games.

Success Criteria for this Policy:

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with the monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.

- The school environment reflects and celebrates the multi-lingual nature of the pupil population