

EAL Policy

For Acorn Education & Options Autism schools

Park School





At Park School we celebrate the fact that students may speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all students are important. We encourage all students to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions. This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

Aims of the policy

The Curriculum secures entitlement for all students in all key stages, to a number of areas of learning. It gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning English as an additional language.

Supporting the students for whom English is an additional language

Prior to students joining Park School, a full comprehensive assessment of needs and aptitudes is carried out. The findings from these assessments are used to inform planning for learning and identify where specific support is needed.

At Park School, teachers and teaching assistants act to help students who are learning English as an additional language by various means:

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 many opportunities to review, revise, repeat and relearn key words and phrases to secure learning
- displaying key vocabulary around the school, this includes labelling of everyday items to develop recognition of letter formation and match to sounds
- 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;
- matching reading materials to letter sounds to support early reading so that students are able to make links in their learning
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging students to transfer their knowledge, skills and understanding of one language to another; building on students' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit students' ages and levels of learning;
- making sure resources are matched to needs and aptitudes of students
- providing support through ICT, video or audio materials, dictionaries and translators and readers
- setting targets in literacy for targeted students



Curriculum access

All students at Park School follow the curricular requirements of the National Curriculum.

Students with English as an additional language do not produce separate work, unless within a focused target intervention group.

We are able to facilitate additional support for EAL students. This may involve the receiving one to one support or small group work.

The Foundation Stage helps students learning English as an additional language by:

- building on students' 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 students to engage in speaking and listening activities in English with peers and adults;

Assessment

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for students who are learning English as an additional language.

All students at Park School have special educational needs. Where appropriate students will have a Personal Education Plan (PEP). This outlines their EHCP targets, along with any intervention required and supporting strategies. Progress towards PEP targets is reviewed on a termly basis usually involving parents/carers and placing authorities.

All students will have a Student Support Plan which will be regularly updated.

This policy will be reviewed annually.