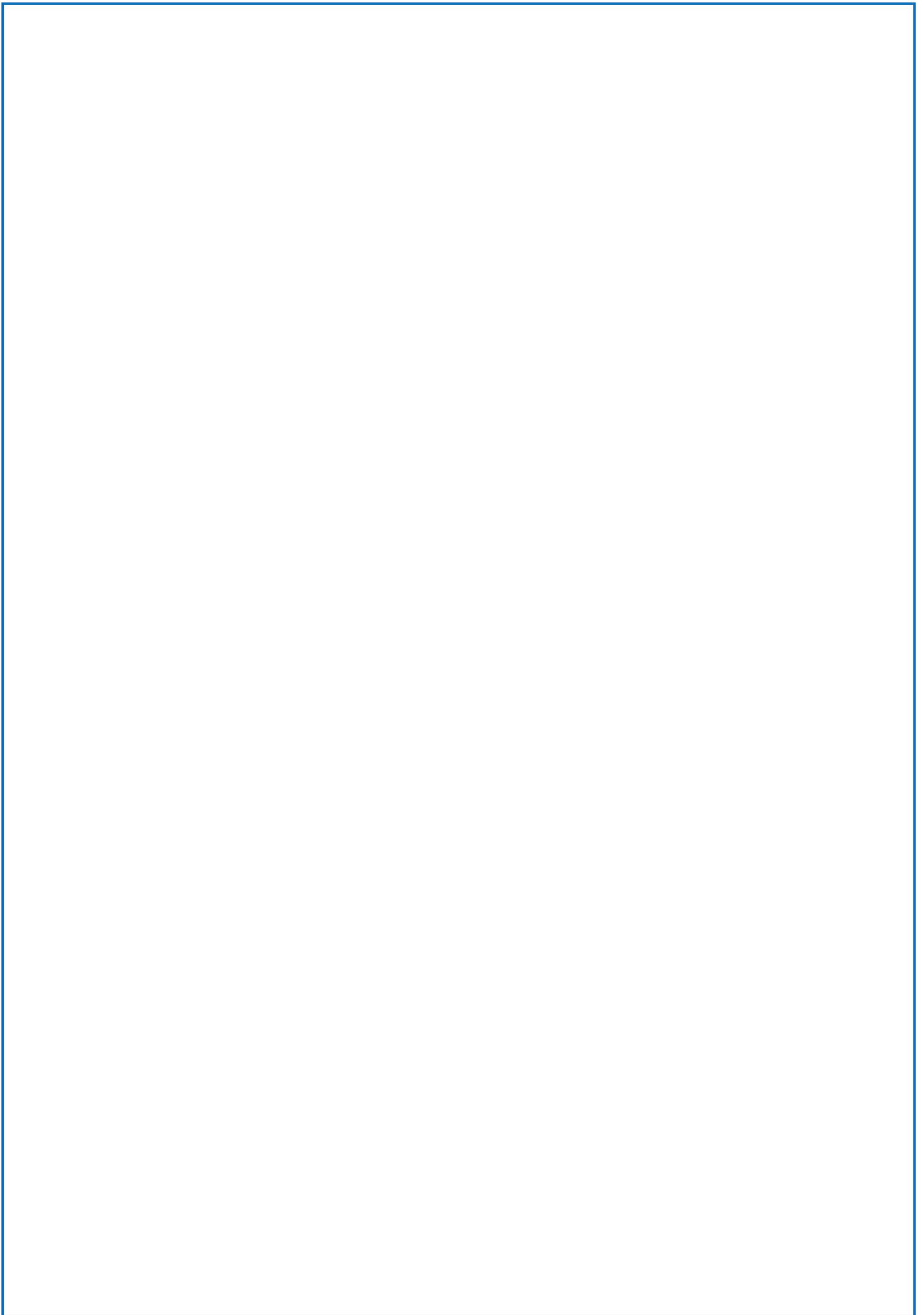




ruskinmill
clervauxgardenschool

English as an Additional Language (EAL) Policy



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Context & Philosophy

Ruskin Mill Trust provides students with holistic learning by role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment with pathway support onto further education bespoke to the individual student.

Since 1987, the Trust has developed its unique brand of expertise working with young people with complex behaviour, and learning difficulties and disabilities including the autistic spectrum and conditions. Our provisions offer both day and residential placements and we accept admission applications all year round.

Clervaux Garden School is a unique and exciting school. Nestled on our 100 acre biodynamic farm, our Steiner-inspired holistic curriculum provides the skills, experience and character necessary for young people aged 10-19 years old with complex needs to flourish and thrive in modern society. Our school is a place of therapeutic learning and growing which brings together hand, heart and head to support personal development and progression

Our Vision

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

Our Values

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may

come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure students with EAL are acknowledged for their skills in their own languages.

Signed:



Helen Kippax
Board of Trustees

Date:
31st May 2019



Gavin Copland
Executive Headteacher

Date:
31st May 2019

1. Teacher responsible for students with EAL

1.1. The teacher responsible for students with EAL is the Executive Headteacher.

These responsibilities include:

- Coordinating the efficient timetabling of students with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support students with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with parents.

2. The role of school staff members

2.1. All staff members have a responsibility to ensure the development of students with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.

3. Support

3.1. Where a student with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. During the induction period, typically lasting a term but varying dependant on students' progress.

3.2. In-class support and small group work is used to help the student to be successfully integrated into the classroom environment.

4. Inclusion

4.1. The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of students with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve students' understanding of English.

5. Initial assessments

- 5.1. The school will undertake a timely initial assessment to gauge students' English abilities in an informal manner that does not make the student feel isolated or inferior.
- 5.2. The assessment will be carried out using the form provided in Appendix 1.
- 5.3. Initial assessments are carried out by a class teacher who is responsible for students with EAL, and completed assessments are held on the student's profile.
- 5.4. Teachers of the student will be allowed access to the assessment to inform their teaching and lesson planning.
- 5.5. The student and the parents of the student may view the assessment at any time.

6. Classroom practice

- 6.1. Teachers have high expectations of all students, regardless of gender, ethnicity, social background or English ability.
- 6.2. Classroom activities will be matched to students' needs and abilities.
- 6.3. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- 6.4. Where possible, the following practices will be utilised to improve students' literacy:
 - Utilisation of the student's first language expertise.
 - The provision of writing frames.
 - The use of props.
- 6.5. Language skills will be developed through:

- Collaborative activities involving spoken communication.
 - Feedback opportunities and conversations.
 - Good models provided by peers.
- 6.6. Active participation will be encouraged by:
- Grouping students in mixed ability groups to develop language skills.
 - 'Expert' readers and writers present in each group to provide assistance and model language.
- 6.7. Classroom displays will reflect cultural and linguistic diversity.
- 6.8. Assessment methods will allow students to show what they can do in all curriculum areas.
- 6.9. Bilingual dictionaries are available to aid students with EAL.
- 6.10. Visual supports are utilised where possible.
- 6.11. Prior to any private tuition/one-to-one support, the student is informed of the purpose of the session and the objectives.

7. Access to the curriculum

- 7.1. The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
- The language and learning demands of the curriculum are analysed and support is provided.
 - Visual support is utilised to provide greater understanding of key concepts.
 - There are opportunities for students to use their first language in the classroom.
 - The support requirements of students with EAL are identified and the support is made available.

8. Working with parents and carers

- 8.1. Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL. To aid this partnership, the school will:
- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
 - Provide interpreters for meetings when needed.
 - Ensure the language used in letters to parents is clear and straightforward.
 - Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.

- Where necessary, ensure translations of school documents are carried out and provided to parents of students with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

9. Special educational needs (SEN)

- 9.1. A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- 9.2. A proportion of students with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- 9.3. Assessments of SEN of students with EAL will involve EAL specialists along with SEN specialists.
- 9.4. Where appropriate, the school will arrange an assessment in the child's first language.
- 9.5. The school will ensure that the parents or carers of a student with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

10. Monitoring progress

- 10.1. The monitoring of students' progress is shared between all teachers, both mainstream and EAL support.
- 10.2. Individual student profiles are updated following assessments and reviewed on a termly basis to identify and address problems.
- 10.3. Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

11. Policy review

- 11.1. This policy is reviewed every two years by the Headteacher.
- 11.2. The scheduled review date for this policy is January 2020

Appendix 1- First Language Assessment Form

Student's name:	Language:
Assessed by:	Date:

Answer the following questions in relation to age related expectations:	Y/N
Is the student's social/linguistic behaviour age-appropriate? Notes:	
Does the student understand a range of questions, instructions and a story, told in their first language? Notes:	
Is the student's speech clearly articulated? Notes:	
Is the student able to speak accurately at a social level? Notes:	
Is the student's vocabulary appropriate/sophisticated/limited? Notes:	

<p>Does the student use correct grammatical structures?</p> <p>Notes:</p>	
<p>Can the student talk about the past, present and future using correct verbal forms?</p> <p>Notes:</p>	
<p>Do you have any concerns?</p> <p>Notes:</p>	
<p>Do you have any comments regarding the student's social interaction with you during the assessment?</p> <p>Notes:</p>	
<p>Can the student read and write in their first language?</p> <p>Notes:</p>	
<p>Can the student complete age-appropriate mathematics tasks with limited language context?</p> <p>Notes:</p>	