



KISIMUL GROUP

Education Policy

English as an Additional Language

Policy

It is important that pupils learning English as an Additional Language (EAL) should receive their full entitlement to the National Curriculum.

For our pupils, who all have severe learning difficulties, the added problem of learning EAL increases the pupils' needs. All pupils at this school have Statements of Special Educational Needs / EHC plans which form the basis for Individual Learning Plans. Within these plans for all learners there is an emphasis on communication, expressive and receptive language skills, functional learning and social engagement and interaction.

Many of our pupils have no spoken language and severe communication needs and require a high level of intensive support to engage in learning. . Should any pupil with EAL require any further support, provision should be reflected in their statement/EHCP. This will then be outlined in further detail within the IPCP/ILP in terms of strategies and interventions needed.

Kisimul has a broad curriculum which includes emphasis on British Values of multi-culturalism, tolerance, the Rule of Law and democracy. This is embedded within the curriculum scope, and also through the behaviour policies and individual provision outlined for each pupil in the school and residential setting. A school council which is representative of the range of SEN and cultural contexts of the school cohort is established at each school site. Pupil views on the schools teaching and curriculum are regularly collated, and while most pupils require a great deal of advocacy given their severely impaired learning profiles, care is taken to ensure that responses to feedback or requests are facilitated where possible.

The following checklists are provided as a guide for staff when dealing with EAL learners new to the school. This should also be reflected within the IPCP as outlined above to ensure that all staff in all settings are working effectively to support communicative and cultural needs.

- Teach the class to say 'hello' using the new pupil's language and learn to say his/her name correctly. This is vitally important for purposes of communication and simple respect. No shortenings or alternatives for pronunciation convenience should be outlined unless specifically expressed by the parents/carers.

- Introduce basic 'survival language' (toilet, drink, help etc). A few illustrated or symbolised cards could be useful.
- Withstanding pupils to the school may be non-verbal, staff should anticipate that the pupil may be disengaged initially and not communicate. There is likely to be a great deal of anxiety related to new circumstances. This combined with other symptoms of SEN such as autism, can present with difficulties processing changes of routine. A great deal of absorption of language and learning could be occurring regardless of the pupil's initial presentation.
- Behaviours can be culturally influenced. Some pupils may avoid eye contact, or smile even when they are in disagreement. This may include when they are being reprimanded or don't understand information. They may stand closer or further away than staff or other children are accustomed to, and this could make them vulnerable to other pupil's unpredictable behaviour.
- There may be cultural differences in attitudes to food, in eating styles and preferences. The child might not be used to eating with anyone outside their family, or sitting at a table using a knife and fork etc.
- Show interest in the pupil's country of origin. Give their culture recognition in any way you can.
- Ask parents and members of the community to provide first language resources eg. labels, pictures, recordings of music or stories.
- It is important to avoid overgeneralisations and stereotyping of pupils and their families. Whilst cultural diversity and individual uniqueness are valued, it is also important to emphasise our similarities and things we hold in common.
- Provide key words and phrases at the beginning of a new topic and pre-teach if possible. Allow the pupil time to summarise and reflect on what he/she has learned.
- Use CDs, MP3s or interactive software/apps for listening activities and to accompany books and texts with spoken language.
- Cultural differences can affect learning. Learners with EAL may not understand your gestures, body language and facial signals, some of which may be part our repertoire for class management. For example a pupil may nod in an answer to a question, but may be doing so to show respect rather than confirming understanding.

There are a number of additional sources of information relating to supporting assessment and provision for EAL. It is imperative that within Kisimul that information is clearly in place prior to placement. Agreement should be

established in relation to how teaching will be presented, and how cultural needs will be met. This will be achieved through consultation with parents and professionals. If achievable, depending on the relative functional and cognitive capacity of the young person, this should include the views of the young person.

Additional resources to support EAL.

(www.standards.dfes.gov.uk/keystage3/respub/en_assess_eal).

(Identifying EAL progress)

(www.standards.dfes.gov.uk/ethnicminorities/resources/markingprogress.pdf).

(Training materials for assessing EAL).

Multikulti (www.multikulti.org.uk/). Accessible, accurately translated advice and information in community languages. Translations are available in 12 languages –

Albanian, Arabic, Bengali, Chinese, Farsi, French, Gujarati, Portuguese, Somali, Spanish, Turkish and Urdu.

Doc Ref:	Issue No:	Issue Date:	Originator:	Authorised By:
ED 21	8	April 2016	D Carter	M Hill