

The SENAD Group

Section 7 English as an Additional Language (EAL)

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Supporting Children Learning English as an Additional Language (EAL)

Introduction

There are an increasing number of children and young people entering independent SEN schools (and associated children's homes) for whom English is not the dominant language of the home. The objective of the policy is to ensure that children and young people with EAL needs achieve positive outcomes. This policy is also applicable to SENAD's adult homes.

English is the working language of the school/home.

The importance of home languages

SENAD's schools and adult homes recognise that home languages are important for maintaining positive family connections. It is therefore very important to support the language of the family home when developing concepts and EAL whilst a young person is resident/educated at a SENAD school or resident in a SENAD adult home. The following principles are adopted by the SENAD Group, namely:

1. The language of education, care and therapy for all SENAD schools and adult homes is English. In Welsh schools, bi-lingual staff will assist pupils as necessary where Welsh is the principal home language.
2. English should not seek to replace the person's parental home language; it will be learned in addition to the language skills already learned and being developed with the language community at home
3. Students/residents and their parents' names will be pronounced correctly. English variants and diminutives will not be used unless expressly stated to be used by the student's family or the service user them self
4. Additional visual support as part of Alternative and Augmented Communication (AAC) systems will be used.
5. Students/residents typically will go through a '*silent phase and/or reliance on PECS/Makaton and similar non-verbal communication*' when English is used as the principal language of instruction. We will be actively

supporting the student/resident, acknowledging that their oral proficiency will take longer to develop than their comprehension ability.

6. We will ensure that student/resident's confidence is systematically developed so that they feel able to speak when they are confident. Staff will speak with students/residents with the expectation that they will, at the appropriate point, respond in spoken English to staff.
7. We will check our comprehension of the student/resident's expressed views, given that English is an additional language and that misunderstandings will at times, occur
8. In safeguarding children/adults with poor/no spoken English, the School/Adult Home will adopt a similar approach to safeguarding children/adults with no spoken language skills.
9. SENAD schools and homes will ensure that where English is not used by parents in the family home, that appropriate translation services are used. This could be by way of other family members, or the commissioning of specialist translation services.
10. We will support families to use their home language with their child, reassuring them that this will support their child's overall learning and developing use of language
11. Ensure that all staff and other students feel comfortable and unselfconscious about hearing and using languages other than English
12. We will use bi-lingual resources, adapted social stories and PECS/Makaton where this is useful for the student and/or their family.
13. We will make use of Google analytics translation software for web based materials.
14. Tablets and other ICT platforms will use suitable 'apps' and translation software where applicable.

How is EAL measured and evaluated?

For Schools:

1. The above principles will be incorporated into the IEP and target setting for students.
2. The evaluation will be done by monitoring the academic progress of the student against national benchmarks and their peers inside in the school.
3. We will use lesson observation to evaluate the effectiveness of the teaching strategies.
4. Progress is tracked at Annual Reviews and SEN reviews of EHC plans.

For Adult Homes:

1. The above principles will be incorporated into the Person Centered Plan (PCP) for the resident adult.
2. Progress is tracked at Annual Reviews.

Policy 720 covering literacy should also be reviewed.

This policy will be updated in October 2019