YSGOL ARAN HALL SCHOOL
part of the SENAD Group

716W

Supporting Children Learning English as an Additional Language Aran Hall School

Policy Section Number	7
Dated	November 2025
Reviewed	November 2026
Version Number	4
Next Review Date	November 2027
Related Policies and Guidance Documents	408 Equality and Diversity Policy 710W Equality Act and Accessibility Strategy
Related Regulations	ESOL Policy for Wales The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 Equality_Act_Advice_Final.pdf
Annexes and Supplementary Info	
Policy Owner	Sara Forsyth
Document History	
Date	**Revisions**
November 2025	ESOL Policy for Wales added throughout the document; P3 4.2 1st Bullet Point – ILP/EHCP added
November 2026	Reviewed – no changes

Supporting Children Learning English as an Additional Language (ESOL) – Aran Hall

This Policy should be read in conjunction with SENAD's Equality and Diversity Policy (408) and SENAD's Equality Act and Accessibility Strategy (710W)

CONTENTS Page

1. Introduction 1

2. Aims 1

3. Roles and Responsibilities 2

4. Procedures 2

5. Monitoring 4

6. Legislation and Guidance 4

7. Policy Review Record 4

1. INTRODUCTION

The term ESOL is used when referring to pupils whose main language at home is a language other than English. This policy sets out SENAD's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of ESOL pupils and helping them to achieve the highest possible standards.

2. AIMS

• To give all pupils the opportunity to overcome any barrier to learning, assessment and making progress;

• To welcome and value the cultural, linguistic and educational experiences that pupils with ESOL bring to the school;

• To implement school-wide strategies to ensure that ESOL pupils are supported in accessing the full curriculum;

• To help ESOL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential;

• To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English;

• To encourage and enable parental support in improving children's attainment.

3. ROLES AND RESPONSIBILITIES

3.1 At Assessment stage

Obtain, collate and distribute information on new pupils with ESOL to members of staff as appropriate, including:

- language(s) spoken at home;
- from the previous school, information on level of English studied/used;
- details of curriculum support at previous school.

3.2 Phase Leader/curriculum manager

- To oversee initial assessment of pupils' standard of English;
- Assess the skills and needs of pupils with ESOL and advise on appropriate provision throughout the department;
- To give guidance and support in using the assessment to determine support strategies, resource allocation and set targets;
- To ensure that relevant information on pupils with ESOL reaches all staff;
- To monitor standards of teaching and learning of pupils with ESOL;
- To report to the Principal on the effectiveness of the above and the progress of pupils;
- To monitor progress and identify any gaps in progress that may be due to a pupil's ESOL;
- To ensure that parents and staff are aware of the school's policy on support for pupils with ESOL;
- To establish training in planning, teaching and assessing ESOL learners for staff as required;
- To ensure that challenging targets for pupils with ESOL are set and met.

3.3 Class/subject teacher

- To be knowledgeable about pupils' abilities and the support needs required to enable access to an appropriate curriculum;
- To use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping;
- To discuss with the phase leader/curriculum manager of any ESOL concerns with a specific pupil;
- To monitor pupils' progress and use the data in decisions about future interventions and support for the pupil;
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

4. PROCEDURES

4.1 School/class ethos

• Classrooms will to be fully inclusive, valuing cultural differences and fostering a range of individual identities.

• Recognise the pupil's home language; boost the pupil's self-esteem.

• Identify the pupil's strengths.

• Acknowledge the time it takes to become fluent in an additional language.

4.2 Assessment

• the class teacher should be aware of any ESOL needs as identified in the initial assessment. There is likely to be reference to it on the pupils Individual Learning Plan (ILP)/Education and Health Care Plan (EHCP)

• the pupils individual management strategies and the support put in place to enable access to learning and assessment will be detailed in the pupils individual learning plan.

4.3 Access and support

- Pupils will follow an individually designed curriculum that meets their needs and enables progress towards meeting the outcomes detailed in their plan. The school will provide resources that suit the pupils' ages and levels of learning, for example texts and artifacts.
- As determined by the initial assessment, additional support will be provided by a Teaching Assistant or other adult, either within lessons, outside of lessons or through withdrawal from lessons.
- In safeguarding ESOL pupils, the school will adopt a similar approach to safeguarding children with no verbal language skills by the use of the preferred communication system. Appropriate translation services can be used to support any child/adult who needs it during any safeguarding situation.
- SENAD schools and homes will ensure that where English is not used by parents in the family home, that appropriate translation services are available. This could be by way of other family members, or the commissioning of specialist translation services.

4.4 Teaching and Learning

Teachers will help pupils learning English as an additional language in a variety of ways:

- Show differentiated work for ESOL pupils in planning.
- Have high expectations of pupils.
- Monitor progress carefully and ensure that ESOL pupils are set appropriate and challenging learning objectives.

- Recognise that ESOL pupils may need more time to process answers.
- Allow pupils to use their home language to explore ideas and concepts.
- Ensure that ESOL pupils hear good models of English.
- Use a variety of teaching and learning techniques.
- Ensure that a wide range of vocabulary is used as appropriate. This includes the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another.
- Staff will ensure pupils and their parents' names are pronounced correctly. English variants and diminutives should only be used if agreed by the pupil's family or the child them self
- Additional visual support as part of Alternative and Augmented Communication (AAC) systems will be used. Staff need to be aware of any cultural sensitivities if symbols and/or images are to be used

5. MONITORING AND EVALUATION

- The above principles will be incorporated into the Individual Education/Learning Plan and target setting for students.
- The evaluation will be done by monitoring the academic progress of the student against national benchmarks and their peers at the school.
- Lesson observation and learning walks will be used to evaluate the effectiveness of the teaching strategies.
- Progress is tracked at Annual Reviews and SEN reviews of EHC/IDP plans.

6. LEGISLATION AND GUIDANCE

This Policy should be read in conjunction with:

- 'The Equality Act 2010; Advice for schools Equality_Act_Advice_Final.pdf
- English for speakers of other languages (ESOL) Policy for Wales ESOL Policy for Wales