Outcomes First Group.

Orchard Manor SCHOOL

OptionsAutism

Teaching & Learning Policy (EAL)

"Supporting the Curriculum for pupils with English as an Additional Language"

Orchard Manor School

Teaching & Learning Policy (EAL)

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Orchard Manor School

1.0 Introduction and aims

The intention of this policy is to act as a supporting document to highlight how we at Orchard Manor School support pupils with English as an additional language. This document must be read in conjunction with the School Teaching & Learning Policy (EHCP) and is aimed to compliment the strategies and provision highlighted there in regard to supporting pupils with an EHCP and EAL.
At OMS we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils' achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

2.0 What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Orchard Manor School, our pupils may come from families where at least 5 different home languages are spoken and we aim to cater for all these pupils to whom English is an additional learning need in alongside their SEND identified within their EHCPs.
We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

3.0 Definitions

EAL Learner: "First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become" DFES Guidance 2007.
Bilingual Learner: "Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school - it does not necessarily imply fluency in both or all languages" DFES Guidance 2007.
Advanced Bilingual Learner: "Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background" DCFS 2009.

4.0 Planning and teaching for pupils with EAL needs

Teachers consider the EHCP and EAL needs of pupils in their planning and teaching. In class, pupils are taught to learn using a variety of strategies (see Teaching and Learning Policy – EHCP) that apply to both pupils with SEND and EAL. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

5.0 Teaching and Learning Strategies for supporting pupils with EAL and SEND

Language is central to our identity as humans. Therefore, the home language of all pupils and staff should be

recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment.

- Where possible we will use other pupils/adults who use the same home language as the pupil to provide comfort and familiarity within their day.
- Apply new language in purposeful contexts across the curriculum, supported by visuals.
- Provide EAL pupils with opportunities to work in collaborative groups or pairs with simple repetitive language alongside other Autism friendly strategies.
- Expose EAL pupils to staff and pupils who are good English-speaking role models.
- Use visual prompts where possible and communication friendly practices (ASD friendly).
- EAL pupils can tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
- Supply lots of opportunities for hands on (kinaesthetic) learning such as role play, games and visits. Providing lots of hands-on experiences exposes pupils to new language through participating in activities that support cognitive development.
- Teach newly arrived pupils' useful words and phrases (enabling language/functional communication systems) and the routines of the classroom in order for them to communicate with their staff and peer group.
- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations, Makaton, AAC.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language and communication rich environment.
- Display positive images of people from ethnic minorities.

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