

# Pathways School

## English as an Additional Language (EAL) Policy

### **Policy Monitoring**

Date of last review: September 2022

Reviewed by: Saima Ali Majid, Chair of Governors<sup>1</sup>

Neil Jones, Headteacher

Date of next review: September 2023

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedure.

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<sup>1</sup> The Governors of Pathways School are the trustees of Positive Behaviour Support for Learning (registered charity no.1186125)

## **1. Introduction**

Students at Pathways School are likely to have significant challenges with functional communication due to their autism and associated difficulties. These challenges can be compounded when the first language of a student and their family is not English.

## **2. Links to other school policies and practices**

- Teaching and Learning Policy.
- Equality and Diversity Policy.
- Schemes of Work and Individual Education Plan.

## **3. Definition**

An EAL student is one whose first language is not English. This includes students who are fully bilingual as well as those at different stages of learning English.

## **4. Policy Aims**

The aims of this EAL policy are to ensure that:

1. Pathways School makes adequate provision for students with 'other specific needs', such as English as an additional language.
2. EAL students are identified, and teachers are aware of their students' language needs, to ensure they can access a broad curriculum and are supported in achieving their potential.

Pathways School recognises that:

- EAL students' ability to access the curriculum may be ahead of their English language skills.
- EAL is not SEND ("special educational need / disability") or a "learning difficulty".
- EAL students may have additional needs in accessing the language used by staff and peers, with related learning issues, which can lead to underachievement and isolation.
- All teachers are teachers of students with individual needs and are responsible for developing students' spoken and written language skills to raise students' achievement.
- Language is effectively developed in a purposeful functional context across the curriculum.
- Teaching and support staff play a crucial role in modelling uses of language.
- Language is central to identity and the views of the student and parents are considered in supporting a student's learning.

## **5. Principles of EAL Provision**

In providing for the needs of students with English as an Additional Language, the School:

- Considers EAL provision a whole school responsibility.
- Regards bilingualism as an asset. EAL students are supported and encouraged to integrate and thrive in the culture of the school whilst appreciating their own home language and cultural uniqueness.
- Provides differentiated work and learning opportunities as part of a personalised, broad, and balanced curriculum.

## **6. Roles and Responsibilities**

The Governors, in co-operation with the Headteacher, are responsible for:

- Policy determination
- Establishment of appropriate staffing
- Monitoring effectiveness of the EAL policy

The Headteacher is responsible for:

- Day to day management of the EAL provision and keeping the Governors informed.
- Developing, evaluating, and refining annually the whole school EAL policy.
- Liaising with staff regarding EAL policy and provision.
- Day to day operation of EAL policy.
- Being a point of contact for EAL concerns.
- Coordination of EAL referrals for students.
- Coordination of specific provision made to support individual students with EAL.
- Advising on adjustments to exam access arrangements.
- Supporting staff in relation to differentiation for students.
- Supporting teachers in making regular assessments and tracking progress of all students including those with EAL.
- Supporting teachers in making regular assessments and tracking progress in areas other than attainment, such as where a child needs to make additional progress with wider development or social needs.
- Supporting teachers in identifying students making less than expected progress given their age and individual circumstances.

Behaviour Analysts and Teachers are responsible for:

- Being aware of an EAL student's individual needs.
- Planning differentiated teaching and learning activities to foster language development and as required, reduce linguistic difficulty while maintaining a cognitive challenge.

- Making regular assessment, and tracking progress of, all students including those with EAL.
- Identifying EAL students that are making less than expected progress given their age and individual circumstances.
- Working positively and closely with teaching assistants and specialist support staff to plan and assess the impact of intervention and support.

## **7. Complaints**

If a parent wishes to complain about the EAL provision or this policy they should, in the first instance, raise the matter with the Headteacher, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing. The Headteacher will in turn follow the school's complaints policy.