

**Outcomes
First
Group.**

English as a Second Language (EAL) Policy

**Policy Folder:
Children's
Education**

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1.0 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 this policy is to ensure that children and young people with EAL needs achieve positive outcomes.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions. The location of the home will determine the exact protocols and procedures that will need to be followed as set out by the area local authority and the local police. Where possible the relevant staff and resources will be made available to assist pupils as necessary where English is an additional language.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 THE IMPORTANCE OF HOME LANGUAGES

Whilst English is the working language of Options Kinsale, there is a strong commitment to actively supporting children for whom English is an additional language (or not the primary method of communication).

The service recognises 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 Options Kinsale.

- The main language of education, care and therapy is English.
- English should not replace the home language; it will be learned in addition to the language skills already learned and being developed with the language community at home.
- Young people 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
- Additional visual support as part of Alternative and Augmented Communication (AAC) systems will be used.
- Young people typically will go through a ‘*silent phase and/or Reliance on PECS/Makaton and similar non-verbal communication*’ when English is used as the Headteacher language of instruction. We will be actively supporting them, acknowledging that their oral proficiency will take longer to develop than their comprehension ability.
- 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
- In safeguarding children/adults with limited/no spoken English, the School / Home will adopt a similar approach to safeguarding children with no spoken language skills.
- Outcomes First Group 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.
- 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
- Ensure that all staff and other students feel comfortable and unself-conscious about hearing and using languages other than English
- We will use bi-lingual resources, adapted social stories and PECS / Makaton where this is useful for the student and/or their family.
- We will make use of Google analytics translation software for web based materials.

- Tablets and other ICT platforms will use suitable 'apps' and Translation software where applicable.

3.0 HOW IS EAL MEASURED AND EVALUATED?

How is EAL measured and evaluated?

For Schools:

- The above principles will be incorporated into the Individual Education Plan (IEP) and target setting for students.
- The evaluation will be done by monitoring the academic progress of the student against the expected progress framework within the school
- We will use lesson observation to evaluate the effectiveness of the teaching strategies.
- Progress is tracked on a termly basis, and reviewed at termly MDT meetings, Annual Reviews and SEN/ LAC reviews.

For Homes:

- The above principles will be incorporated into the Child Centered Plan (CCP) for the resident student.
- Progress is tracked at termly MDT meetings, LAC reviews and Annual Reviews.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

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**Acorn Education And Care
National Fostering Group
Options Autism**