

	<b>Arrangements for Pupils with English as an Additional Language Policy</b>
Person(s) Responsible:	
Approval:	Governing Body
Head Teacher:	Gary Edmunds
Policy Originator:	Clare McGrath
Date Approved:	September 2020
Date of Review	September 2021

### **1.0 High Expectations for every Child**

At Spring Hill High School we are very proud of our diversity. Our students come from various ethnic backgrounds and we work hard to ensure that they have a sense of belonging to our school community. We also work hard to ensure that everyone feels supported in recognising and working to eliminate any bias, prejudice and misconceptions about other people. Our aim is to promote an inclusive community where all feel safe and feel a sense of belonging in an environment that will help them maximise their potential, so that they can function effectively and appropriately in a very diverse British society.

### **2.0 EAL Students**

The school's current cohort for bilingual and EAL learners is generally small. We recognise that there are many cognitive advantages of being bilingual and that bilingual children are often high achievers. We also know how important it is to support children who are still at the early stages of acquiring English as an Additional Language or whose English is not yet at the appropriate level for fully accessing the language demands of the curriculum.

### **3.0 Arrangements for students whose English is not yet at an appropriate level to fully access the curriculum**

**3.1 Own classroom:** Some students have their own classroom where they can explore their use of English freely without fear or intimidation. Displays on classroom walls are personalised to meet their language needs.

**3.2 Teachers and Learning Support Assistants:** There are Literacy Insets for staff where they are trained to focus on practical everyday language with students, and where students acquire sufficient English to integrate into larger groups. Staff members are trained to translate elements of lessons and to differentiate to meet the student's language needs.

**3.3 Differentiation:** Language teaching is linked to the curriculum and access to the curriculum is differentiated with much emphasis is placed on speaking, listening and vocabulary. There is a major emphasis on pre-tutoring of key words and use of pictures and illustrations to support their understanding of language. Staff obtain strong support from the school's Speech and Language Therapy team, a speech and language 30 minute session weekly, Using Language and inferential comprehension.

**3.4 Reading:** Students are encouraged to read and staff are very aware that they do not often understand what they read. There is therefore a strong focus on a graduated approach to comprehension, starting with basic comprehension using pictures, where they are expected to identify the picture and aim to progress to developing more advanced skills such as making inferences.

**3.5 Writing :** Scaffolds are used to support writing. Ensure that there are effective opportunities for talking, and that talking is used to support writing.

**3.6 Speaking :** Emphasis is placed on pronunciations, and repetition of words and phrases.

**3.7 Access to groups with differentiated work.** As students become more secure in the language and as their self confidence develops, they are allowed to access groups based on risk assessments. Normally the school encourages PE group interaction as a starting point. Where possible, EAL students will be supported in accessing a GCSE or appropriate qualification in their first language.

**4.0 Music Therapy.** Allows the students to communicate in a non-verbal setting. As communication and language develops, therapeutic aims tend to then focus on; communication skills, development of voice as a communicative aid, listening and awareness of others and social understanding.

**5.0 Home support:** The school has a very good working relationship with parents/carers/foster carers. In order to develop fluency the school will encourage where possible that English is used at home to reinforce the language. Where available the school does provide family support with language.

Ratified by Governors:

Name: Barbara Scrivens

Role: Chair of Governors