EAL Policy

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Resicare Alliance Ltd
Technical review carried out:	SMT
Final quality check carried out:	Chris Brown
Date implemented:	01.01.26
Version Number:	1
Date of the next review:	01.01.27
Department responsible:	Education
Job Title of Lead Person:	Chris Brown (Head of Education)

The Yews School – English as an Additional Language (EAL) Policy

(Independent School Standards Compliant)

1. Policy Statement

The Yews School is committed to ensuring that all students with **English as an Additional Language (EAL)** can fully access learning, communicate effectively, and make progress that is meaningful, holistic, and aligned to their **individual EHCP outcomes**.

As a specialist provision for **secondary-aged students with Severe Learning Needs (SLD)** who follow a **semi-formal curriculum pathway**, the school recognises that EAL learners may also present with complex learning, sensory, social communication and developmental needs. The school therefore adopts a **highly adapted, multi-disciplinary, and communication-rich approach** to supporting English language development.

---

2. Compliance With the Independent School Standards (ISS)

Part 1: Quality of Education

- **ISS 2(1)–2(2):** Curriculum is suitable, adapted, and supports language acquisition.
- **ISS 3(a–g):** Teaching enables students to acquire speaking, listening, literacy and communication skills.

Part 3: Welfare, Health and Safety

- **ISS 7:** Safeguarding; interpreters and EAL support used where language barriers may affect understanding.

Part 5: Premises

- **ISS 23:** Access to learning resources, communication aids and adapted environments.

Part 8: Quality of Leadership and Management

- **ISS 34(1)(a–b):** Leaders ensure compliance and effective EAL provision.

These are referenced throughout the policy to support inspection readiness.

---

3. Definitions

English as an Additional Language (EAL)

A student is considered EAL if:

- English is not their first or primary language at home.
- They are exposed to and/or use another language as part of daily life.

Semi-Formal EAL Learners at The Yews School

Students may:

- communicate non-verbally or with emerging verbal language
- use AAC (e.g., communication books, Makaton, symbols, PECs, assistive tech)
- understand English receptively at a level lower than expressive ability
- rely on alternative communication pathways due to cognitive profile

---

4. School Aims for EAL Provision

The Yews School aims to:

1. **Remove or reduce linguistic barriers** so EAL learners access the semi-formal curriculum.
2. **Strengthen functional communication**, not only academic English.
3. **Build receptive and expressive language** through structured teaching, sensory engagement and visual supports.
4. **Work collaboratively** with families, interpreters, therapists, and multi-disciplinary colleagues.
5. **Develop cultural inclusion**, valuing the home language as part of identity and belonging.
6. **Ensure safeguarding**, particularly where lack of English may mask unmet needs.

(ISS 2(2)(d), ISS 3(a))

5. Identification, Admission & Assessment

5.1 Admissions Information

Upon admission the school gathers:

- primary home language
- language(s) spoken by family and siblings
- previous education details
- communication preferences
- interpreter requirements

(ISS 3(c), ISS 34)

5.2 Baseline Assessment

Within the first six weeks, The Yews School assesses:

- receptive and expressive language in English
- functional communication skills
- AAC requirements
- phonological awareness (where appropriate)
- social communication profile
- ability to access symbols, visuals, objects of reference

Tools may include:

- **Speech & Language Therapy assessments**
- **MAPP** (Mapping and Assessing Personal Progress)
- **SCERTS / Attention Autism observations**
- **Home language consultation with family**

5.3 Ongoing Assessment

Progress is monitored termly through:

- EHCP outcomes review
- MAPP data

- Reading/phonics assessments (where appropriate)
- Communication & Interaction progress tracking
- Teacher observations and therapy reports

(ISS 3(e)(f))

---

6. Curriculum Access for EAL Learners

6.1 Semi-Formal Curriculum Adaptations

Students access language learning through:

- **Total Communication Approach**
- **Makaton signing**
- **Symbol-rich environments (Widgit, PECS, visuals)**
- **Sensory-based narrative / story massage**
- **Repetitive and structured language exposure**
- **Modelling functional language in routines**

All subjects—My Communication, My English, The World Around Me, My Independence, My Creativity—embed language skill-building through multisensory, scaffolded approaches.

(ISS 2(2)(a–h))

6.2 Teaching Approaches

Teachers use:

- modelling and repetition
- simplified sentences and enriched vocabulary environments
- dual-coding (words + visuals)
- first-language support where possible
- pre-teaching and overlearning
- small group or 1:1 communication interventions

6.3 Home Language Development

The school values and supports home languages because:

- it strengthens identity

- accelerates English acquisition
- maintains cognitive and emotional continuity

Students may use home language within class as part of social communication.

---

7. Roles and Responsibilities

Provision Lead

- Ensures EAL provision meets ISS requirements.
- Allocates staff and resources.
- Oversees assessment and progress monitoring.

(ISS 34)

Teachers

- Plan differentiated, language-rich lessons.
- Integrate communication targets into all learning.
- Use visuals, AAC, symbols, and Makaton consistently.
- Record and monitor progress.

Teaching Assistants

- Model clear spoken and signed language.
- Support language-focused interventions.
- Embed visuals and communication systems in routines.

Speech & Language Therapist (SaLT)

- Assesses communication needs.
- Provides therapy plans and targets.
- Recommends AAC systems.

Families & Interpreters

- Provide insight into home language use.
- Support consistency across school and home.

---

8. Safeguarding and EAL

EAL learners may face additional safeguarding vulnerabilities, including:

- difficulty reporting concerns
- misunderstanding instructions
- misinterpreting tone or behaviour
- cultural unfamiliarity with UK safeguarding concepts

The school ensures:

- interpreters are used where required
- safeguarding information is communicated accessibly
- staff remain vigilant to behavioural indicators

(ISS 7; KCSIE 2025)

---

9. Staff Training

Annual CPD includes:

- Total Communication
- Makaton
- AAC systems
- EAL awareness with complex needs
- Trauma-informed communication
- Cultural sensitivity
- Working with interpreters

(ISS 3(g), Part 8)

---

10. Monitoring & Evaluation

Leaders monitor:

- EAL progress against EHCP and MAPP targets
- classroom adaptations
- teaching quality
- multi-disciplinary input
- safeguarding communication clarity
- staff training needs

Findings feed into:

- school improvement plans
- curriculum development
- learner personal communication plans

---

11. Policy Review

This policy is reviewed **annually** by the Director of Education, or earlier if statutory guidance changes.