

K'S'MUL

# EDCC21 | Calman Colaiste College English as an Additional Language

## Policy and Procedure

## Document Information

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| <b>Document:</b>                | EDCC21   Calman Colaiste College English as an Additional Language Policy and Procedure |
| <b>Division:</b>                | Education   |
| <b>Document owner position:</b> | Group Executive Education Lead  |
| <b>Authorising committee:</b>   | Safeguarding Committee  |
| <b>Date authorised:</b>         | May 2022 (as ED05)  |

## Document Publication & Review

|                               |              |
|-------------------------------|--------------|
| <b>Date first published:</b>  | May 2022     |
| <b>Date of last revision:</b> | October 2024 |
| <b>Date of next review:</b>   | October 2026 |

**This document will be reviewed at least every 2 years, or sooner if**

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## 1. Introduction

It is important that learners learning English as an Additional Language (EAL) should receive their full entitlement to the college curriculum and their continued learning at post-16, or in alternative provisions.

Many of our learners have complex needs and they are supported in classroom activities by their teacher and classroom assistants. Should any learner with EAL require any further support, it will be reflected in their EHCP and arrangements made at admission point, as part of initial assessment of needs.

It is important that all of our communication with young people is meaningfully presented, and where necessary uses augmentative support systems such as PECS or electronic AACs. A consistent approach and commonality of language should be used in order to elicit the best opportunity for understanding and processing information presented, whether verbal, written or visual.

For our learners, the added difficulty of having EAL will increase the challenges presented with engaging and accessing a learning programme. All learners within Kisimul schools and colleges have an EHCP, from which regular individual educational targets and intervention plans are





- Providing support within small-group intervention strategy programmes also involving non-EAL learners.
- Providing advice and training for staff members.
- Building on Individual's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

**5. Integration with and Access to the Curriculum**

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