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EAL in order to target them for support. This can be done using a variety of quantitative and qualitative data, including:

- English and Maths baseline assessment
- Teacher assessment
- Reading assessments
- Writing assessments
- Individual learner targets
- IT-based tracking systems
- Consultation with parents/carers
- Attendance and behaviour monitoring

3.1.2 Once the learners' needs have been identified and assessed, the class teacher, SALT and clinical team will work together to establish educational provision for EAL needs.

4. Teaching and Learning

4.1 Role of teachers

4.1.1 Teachers use a range of strategies to support our EAL learners through a range of different means and will be supported by the SALT and therapeutic support team. Their role is to:

- Develop consistent approaches to teaching and learning and to build increased awareness of the existing language knowledge and understanding that learners bring to lessons
- Use speaking and listening strategies to develop learning
- Plan for teaching and learning of curriculum specific vocabulary
- Where appropriate, develop active reading strategies to increase learners' ability to read for a purpose and engage with a variety of texts.

4.2 Strategies for developing spoken and written English

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key

7.1.4 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.

7.1.5 Additional visual support as part of Alternative and Augmented Communication (AAC) systems will be used.

7.1.6 Young people typically will go through a silent phase and/or reliance on Makaton and similar nonverbal communication when English is used as the principal language of instruction. We will be actively supporting them, acknowledging that their oral proficiency will take longer to develop than their comprehension ability.

7.1.7 We will ensure that confidence is systematically developed so that learners feel able to speak when they are confident. Staff will speak with young people with the expectation that they will, at the appropriate point, respond in spoken English to staff.

7.1.8 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.

7.1.9 In safeguarding children with EAL, Kisimul will adopt a similar approach to safeguarding children with no spoken language skills.

7.1.10 Lincs School 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.

7.1.11 We will support families to use their home language with their child/ young person, reassuring them that this will support their child's overall learning and developing use of language.

7.1.12 Ensure that all staff and other learners feel comfortable and unself-conscious about hearing and using languages other than English.

7.1.13 We will use bi-lingual resources, adapted social stories and Makaton where this is useful for the student and/or their family.

7.1.14 We will make use of Google translation software for web-based materials.

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9. Linked Documents

9.1 Kisimul Policies

9.1.1 EDLN11 Lincs School Curriculum Policy and Procedure

9.1.2 EDLN14 Lincs School Assessment Policy and Procedure

