

**Outcomes  
First  
Group.**

# **A POLICY TO SUPPORT PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE (EAL)**

**To be read in conjunction with:**

**To be read in conjunction with:**

- Curriculum Policy
- Special Education Needs Provision Policy

The Tower School  
September 2023

Headteacher: Lauren Gibbs

**Contents**

**1.0 INTRODUCTION**..... 2

**2.0 WHOLE SCHOOL LANGUAGE DEVELOPMENT**..... 2

**3.0 THE ROLE OF CLASS TEACHERS IS TO:**..... 3

**4.0 LANGUAGE AND LITERACY EXPERIENCES OF ALL EAL LEARNERS** ..... 3

**5.0 BEGINNER EAL LEARNERS** ..... 3

**6.0 TEACHING STRATEGIES TO SUPPORT EAL BEGINNERS** ..... 4

**7.0 DEVELOPING LANGUAGE AND LITERACY SKILLS**..... 4

**8.0 LEARNING THROUGH TALK**..... 4

**9.0 LEARNING FROM TEXT** ..... 5

**10.0 LEARNING THROUGH WRITING** ..... 5

**11.0 PARENTAL/COMMUNITY INVOLVEMENT** ..... 5

**1.0 INTRODUCTION**

This document sets out the responsibilities and expectations for all members of the school community in relation to careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff.

ACEG framework for careers and work related education and in accordance with the Independent School Standards – Part 1, 2 (2) (e) parts i,ii,iii. safeguarding and promoting the wellbeing of pupils and young people at The Tower School.

The Tower School is an independent day school providing specialist education for pupils and young people aged 11 – 19 with a primary diagnosed need of Autism, higher functioning or Asperger’s Syndrome. Many will also have other diagnosed needs that may impact on their communication skills and relationships.

**Implementation:** Implementation is monitored by the Safeguarding Team and Senior Leadership Team supported by the Governing Body

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

## 2.0 WHOLE SCHOOL LANGUAGE DEVELOPMENT

---

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium-term plans, teachers should consider the following questions:

- a) What opportunities are there to explore ideas orally and collaboratively?
- b) How can teachers (or additional adults or other children) model the key subject language needed?
- c) What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- d) What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- e) What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- f) Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

## 3.0 THE ROLE OF CLASS TEACHERS IS TO:

---

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons.
- use speaking and listening strategies to develop subject learning.
- plan for teaching and learning of subject-specific vocabulary.
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

## 4.0 LANGUAGE AND LITERACY EXPERIENCES OF EAL LEARNERS

---

- Some pupils already have good language and literacy skills in two or more languages.
- Some pupils are beginner EAL learners who have never learnt to read or write in any language.
- Some pupils have missed some or all of their education and may have not fully developed the language and literacy skills needed for primary school.
- The pupils at Tower School all have EHCP plans which may include further language or literacy needs.

As pupils progress through school, the language and literacy demand of the curriculum increase and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

## 5.0 BEGINNER EAL LEARNERS

---

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to:

- develop oral fluency quickly.
- immediately feel part of the school.
- develop language in context.
- experience their full curriculum entitlement.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

## 6.0 TEACHING STRATEGIES TO SUPPORT EAL BEGINNERS

---

- Provide a classroom rich in oral experiences (Students must learn to *read it* and *say it* before they can *write it*).
- Enable pupils to draw on their existing knowledge of another language or languages.
- Encourage and use bilingual support from other students and staff.
- Use translated materials and bilingual dictionaries.
- Allow students time to practice new language.
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia).
- Develop card sorting, sequencing and matching activities.

## 7.0 DEVELOPING LANGUAGE AND LITERACY SKILLS

---

In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

## 8.0 LEARNING THROUGH TALK

---

- a) Using speaking to clarify and present ideas.
- b) Using active listening to understand a topic.
- c) Hypothesising, evaluating and problem solving through discussion.

### Teaching strategies

- Provide pre- and post-listening activities such as listening frames.
  - Use information gap and other collaborative activities.
  - Allow students to do some assessment orally.
  - Ask students to rehearse answers with a partner before answering.
  - Use additional adults to support discussion groups.
-

## 9.0 LEARNING FROM TEXT

---

- a) Reading for meaning- inference and deduction.
- b) Understanding how subject specific texts are organised.
- c) Developing research and study skills.

### Teaching strategies

- Make the purpose of reading explicit.
- Read aloud to pupils.
- Teach pupils how to find their way around textbooks and use index, contents, etc.
- Show pupils how to write questions before starting research.
- Help pupils decide whether to scan, skim read or close read.
- Ask pupils to transfer information from text to diagrams.
- Encourage and show pupils how to use the library for research and pleasure.

## 10.0 LEARNING THROUGH WRITING

---

- a) Using writing to think, explore and develop ideas.
- b) Structuring and organising writing to link ideas into paragraphs.
- c) Developing clear and appropriate expression at sentence level.

### Teaching strategies

- Make sure pupils are clear about the purpose and audience for their writing.
- Point out the differences between speech and writing.
- Help pupils use an appropriate level of formality.
- Give pupils model texts before asking them to write.
- Show pupils how to organise writing using planning frameworks, graphic organisers, etc.
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing.

## 11.0 PARENTAL/COMMUNITY INVOLVEMENT

---

School staff strives to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- celebrating and acknowledging the achievements of EAL pupils in the wider community
- recognising and encouraging the use of first language
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.