






EMERGE SCHOOL

English as an Additional Language (EAL) Policy 2025 - 2026

 **Our Vision:** *A culture rooted in safety, where people feel seen, heard, included, and connected through authentic relationships.*

 **Our Mission:** *To create a safe and nurturing environment where everyone feels a sense of belonging, is empowered in their growth and learning, and is encouraged to embrace who they are and who they aspire to become.*

 **Our Values:** *At Emerge School, our values are the foundation of who we are, how we work, and what we believe in. They shape how we support young people and how we support each other.*

We are proud to uphold these four core values:



Voice: *empowering every voice to speak, shape and be heard*



Connection: *rooted in relationships, thriving through authenticity*



Growth: *evolving with purpose, innovating with heart*



Inclusion: *where every story begins, and every person matters*

Excel & Emerge Care was created to give children and young people with complex needs a safe, supportive place to grow and heal. Through residential care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish

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1. INTRODUCTION

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the schools' aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards. The proportion of pupils and families with EAL continues to grow and the range of home languages spoken by pupils in the UK or their families is increasingly diverse. In Shelton, Stoke on Trent, where Emerge school is situated, there is a growing community of diversity and an influx of young people needing education placements. This diversity is viewed positively by all at Emerge School as an opportunity to open up pupils, staff and families to new cultural experiences and break down social barriers. We recognise the additional support needs that may exist for pupils and families with EAL and aim to address these proactively.

2. OUR KEY PRINCIPLES

1. All pupils are entitled to equal access to the curriculum.
2. Forming and maintaining strong links with parents is fundamental to our pupils' learning and development.
3. Learning and using more than one language is an asset and opens up a learning opportunity for our pupils and staff.
4. Promoting development in a pupil's home language will have a positive impact on their development in other languages

2. POTENTIAL DIFFICULTIES WHEN WORKING WITH PUPILS WITH EAL AND AUTISM

Distinguishing English language difficulties that are consistent with typical EAL development from those that represent disordered communication development. Whether or not they have EAL, most students in Emerge School experience some form of communication impairment, consistent with their diagnosis. Accurate assessment of a pupil's receptive and expressive language skills must consider EAL status and good practice guidelines.

Supporting pupils with mild to moderate needs and EAL to understand the language of the classroom and express their wants, needs, feelings and opinions. Pupils who are EAL may have English language difficulties that impact on their ability to understand instructions, information or conversation and to express themselves clearly to English speaking adults and peers. All of our pupils have special education needs and related communication difficulties which may be compounded by learning EAL. Many of the methods used to develop communication skills across the whole school will support those pupils with EAL. As a school, children access a vocabulary rich environment that exposes them to specific and generalised vocabulary. Within Emerge, we have the capacity to deliver high quality EAL teaching through pre/over-teach, resources boxes and a multi-lingual staff member.

Establishing strong links with families despite language barriers. A child with EAL is best supported when families/carers and schoolwork together and the school is constantly striving to maintain, develop and strengthen our links with families/carers. When working with families with EAL, existing language barriers must be addressed to optimise the pupil's progress, alongside interpreters as needed.

3. HOW WE WILL SUPPORT OUR EAL FAMILIES AND PUPILS

Data Gathering

As part of the entry procedure to Emerge School, parents/guardians/carers will be expected to disclose their child's ethnicity, home language, first language and religion. This will enable the school to support families and the pupil in the best way possible. This is part of the admissions policy 2025/26 for Emerge School

Respecting Diversity

Emerge School places huge value on a child's development as an individual according to their religious, cultural and personal beliefs and aims to work with children and their families to support this. EmERGE School can develop understanding and awareness of their own and other pupils' linguistic and social cultures through a range of events including:

- Cultural theme weeks in school.
- Culturally diverse assemblies.
- Celebration of other religious beliefs through parent/carer/pupil voice
- Trips to culturally related places in the community (eg: local temples, synagogues, mosques etc)
- Working closely with parents/ carers of pupils to understand their perception of special education needs in their culture.
- Displaying work done by pupils in theme weeks so learning about different languages and social cultures is constantly showcased in the school.
- Responsibility to ensure resources used in class activities reflect a range of ethnicity (eg: ensuring the library has a range of books in various languages)
- A range of EAL boxes to support basic language.
- Racing to English Intervention, with a baseline.

Recruitment

The school employs staff irrespective of their home language and staff are not required to disclose their home language. All staff are interviewed prior to employment at which point it is ascertained whether their proficiency in English is suitable for the post. Some staff are using EAL and may be able to converse with a child/family/carers in a different language if needed. They can act as positive role models for children who may be self-conscious that English is not their first language.

Translators and translation services

If required, EmERGE school can access the following translation services:

The National Autistic Society Telephone interpretation service: 0808 800 4104.

Prior to admission of a pupil with EAL to EmERGE School, a library of resources will be developed which will include a range of leaflets in the pupil's language. Parents/guardians/carers will also be welcomed to involve personal translators (either professionals or friends/family members) in the support of their child. Often personal translators may accompany families to annual reviews and parents evening to support the communication between parents and school.

4. DAILY SCHOOL SUPPORT FOR CHILDREN WITH SEN AND EAL

In terms of supporting children who are developing English as an additional language within the classroom, many of the strategies recommended by advisory bodies are similar to that of good SEN Practice. The Department of Education have produced comprehensive working documents on how best to support pupils for whom English is an additional language. The documents detail a series of strategies to teach language meaningfully, moving from the early stages of language development through to complex linguistic concepts. The themes throughout both documents are in line with the strategies used in Emerge School as part of the daily planning and delivery.

At Emerge school we deliver a variety of interventions to support the language/communication barrier, alongside EAL boxes in four different languages.

Examples of the recommended strategies:

Use gesture/visuals/object: At Emerge School a range of appropriate visual supports are used to enhance pupils' understanding and learning. Visual systems are in place throughout the school using both symbols and photos which do not rely on a child's understanding of a specific language.

Modelling social conventions: Social skills are focused on as part of a pupil's daily experience at Emerge School. Teachers pro-actively plan for social learning opportunities in their lesson plans and all staff capitalise on naturalistic events to make social learning ongoing and meaningful for the pupils. Social Stories are also created and used with individual pupils or groups of pupils to further develop understanding of social rules.

Differentiate lessons to each pupil's language capability: Due to the wide range of cognitive and communicative needs of our pupils, all staff at Emerge School are actively encouraged to differentiate lessons for all pupils in their class through detailed planning sheets. As experienced practitioners, teachers at Emerge School are specifically skilled at using a range of multisensory learning to enable a pupil to access a lesson through means other than verbal language.

For further strategies, please refer to the document strategies for supporting pupils for whom English is an additional Language, "Supporting children learning EAL"(2012) by the Department of Education.

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Approved by:



Headteacher

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