UNLOCKING POTENTIAL

LEVELLING THE SOCIAL AND ACADEMIC ARENA

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Mission Statement

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated on trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

This policy covers all premises known as The Levels School.

Date of policy	September 2025
Next review date	September 2027
Frequency of policy review (annually, every two years)	Two Years
Policy owner	Simon Scarborough/Caroline Cook
Published policy	Yes ☒ No ☐
List of connected policies	Curriculum, SEND, Equality and Dignity at work policy, SMSC, PSHE, British Values
Approved by	Approved by Governors

The Board of Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a review to satisfy themselves that the implementation of this policy is effective.

The Board of Governors ensures the establishment of familiarity with and the effective operation through monitoring, of school policies, approving those requiring GB sign-off in line with a regular cycle of school policy reviews. This occurs through a cycle of governor committee meetings and full board meetings.

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Statement of intent

At The Levels School we believe in the concept of life-long learning. The Levels School aims to provide equality of access to the curriculum for all its students, including those for whom English is an additional language (EAL). It aims to ensure that the language and learning needs of all students are identified and that they are supported in overcoming any obstacles which might prevent them from becoming confident and resilient learners.

We aim to:

- Ensure strategies are in place to support students with EAL.
- Provide a welcoming, calm and nurturing atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL, alongside their specific learning needs.
- Use all available resources to raise the attainment of students with EAL.
- Monitor students' progress and adapt procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.

Teacher Responsible for EAL

- The teacher responsible for students with EAL is Simon Scarborough. His responsibilities include:
- Coordinating the efficient timetabling of students with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support students with EAL.
- Aiding staff in effective communication with parents.

EAL in the Classroom and Teacher Support

Classrooms will be inclusive, valuing cultural difference and fostering a range of different identities in order to boost the child's self-esteem. All staff will demonstrate high expectations of all students, regardless of gender, ethnicity, social background or English ability.

- The Levels School will recognise that students with English as an additional language, in addition to their SEND, will need more time to process and answer both orally and in written format. We will ensure that classroom activities will be matched to students' needs and abilities.
- Extra time and support in exams will be given if appropriate.
- Use of collaborative learning techniques to support interaction with peers.
- We will ensure that there are effective opportunities for talking, and that talking is used to support writing.

- Writing frames and other learning frameworks will be provided and guidance on how to use them effectively will be given. Visual supports and mind-maps will also be used whenever possible.
- Assessment methods will allow students to show what they can do in all curriculum areas.

Support

We acknowledge that children learn in many different ways, and we recognise the need to develop strategies that allow children to learn in ways that best suit them. In our school, small class settings and therapy is given to meet the needs of each individual student. This includes support for their SEND as well as support for their home language wherever possible. Book Club will also take place each day to promote reading skills.

- All students follow the school curriculum which has been modified and adapted to include provision for children with a range of complex, specific learning differences that may include speech, language, and communication needs.
- The school provides texts and resources that suit the students ages and levels of learning.
- All children in the school have one social skills (Talking, Listening, Communicating – TLC) session per week. This is an ideal opportunity to address EAL as well as social skills.
- Relevant information on students with EAL reaches all staff.
- Targets for students with EAL are set and reviewed on a regular basis by classroom teachers, departments and by senior leaders
- The effectiveness of the teaching of students with EAL is monitored and assessed regularly.

Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- All members of staff will work together to ensure optimal outcomes are achieved.
- Diversity will be valued and classrooms will be socially inclusive.

Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning.

Initial assessments

- The school will undertake an initial assessment to gauge students English in terms of their SEN, and their EAL.
- Initial assessments are carried out by the SENDCo and the teacher responsible for students with EAL, and completed assessments are held on the students' profile.
- Teachers and therapists of the student will be allowed access to the assessment to inform their teaching and lesson planning.
- The student and the parents of the student may view the assessment at any time.

Working with parents and carers

Liaison with parent/carers is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment.
- Ensure the language used in letters to parents is clear and straightforward.
- Encourage parents to attend parents' evenings and participate in school functions.
- Encourage parents to become involved with any home support through shared reading schemes and language-based support.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

Type of Special educational needs (SEND)

- A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.
- A proportion of students with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage.
- The SEND need will have been identified through assessment reports and EHCP as part of the admissions process.
- The school will ensure that the parents or carers of the student are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Commented [SS1]: Should this refer to SEND, not SEN?

Monitoring progress

- The monitoring of student progress is shared between all teachers and therapists.
- Student attainment and progress are updated following assessments and reviewed on a termly basis to identify and address problems.
- Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.
- School admissions register and the school management system HUBMiS identifies students where English is their second language

- We carry out on-going recording of attainment and progress in line with our school procedures which will include assessing EAL as well as any SEND (complex, specific learning differences that may include speech, language, and communication needs).