



English as an Additional Language (EAL) Policy

DfE no: 850/6107



Approved by: Governing board

Date: June 2024

Signed by:

A handwritten signature in blue ink that reads "L. J. Bray".

Position: Chair of Governing board

Last reviewed: June 2024

Next review due: September 2026

Monitoring arrangements

This policy will be reviewed at least every two years but may be subject to review at the Headteacher's discretion at any time

Author: J Bray	Title: Emotional and Academic Learning (EAL) Policy	Ref: 2024	Date: September 24
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1. The Inclusion Way

The Inclusion Way is based on over ten years' experience and captures our wellbeing and mental health ethos, our pedagogical approach and all aspects that affect a learner's educational experience.

We know that the Inclusion Way works because:

- Our learners are happy
- Our learners tell us it works for them
- Our learners make educational, emotional and social progress
- Our parents/carers tell us they feel supported by their school in caring for their child

For over ten years we have supported the most vulnerable young people in our community to become mentally healthy, resilient and successful young adults.

In this and all other policies, all of which come together to form The Inclusion Way, you will learn what we do to unlock potential in each learner and how we do it.

Before reading this policy, it is important to know our learner and the journey they have taken before they start Inclusion School:

- Our learners will have a severe and chronic diagnosed mental health need. They will be experiencing, or have experienced, self-harm, suicide ideation, depression and high anxiety. Most of our learners will be experiencing more than one of these things at any one time.
- Our learners will likely have diagnosed and undiagnosed SEND needs related to speech, language and communication (SLCN), communication and interaction needs (C&I) or a specific learning need (SpLD).
- Our learners will have experienced significant gaps in their education, (in some cases years) at primary and/or secondary level
- Our learners will have a history of non-attendance due to high anxiety and mental health needs and been identified as an emotionally based school avoider (EBSA)
- Our learners academic levels will be below age related expectations in Maths, English and Science due to these gaps in education and unmet needs
- Our learners will have experienced trauma, whether through an Adverse Childhood Experience (ACE) or by having been a victim of bullying in previous settings
- Our learner is a teenager exploring their identity and discovering who they are and who they want to be. They may present as having difficulties with emotional

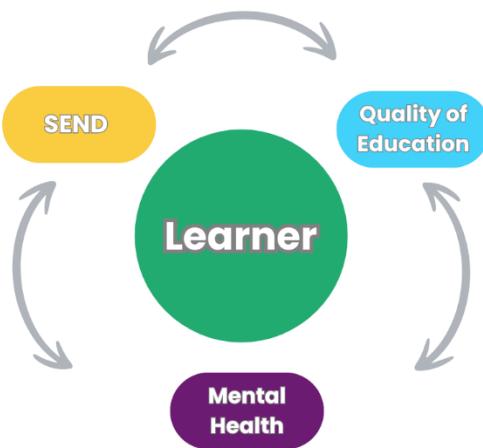
regulation and academic attainment, but they are not of the cognitive ability of primary age children. They are young adults and want to be treated like one

The Inclusion Way is designed to meet these needs so the learner can succeed. This is how we achieve this, with further information available in the most important policies:

- A PACE approach with each learner's SEN needs being met (see our SEN and Mental Health Policies)
- Establish foundations of positive and sustainable mental health on which we can build learning (see our Mental Health Policy)
- Positive, trusting and consistent relationships with adults (see our Behaviour Policy)
- Recognition that good attendance can look different for everyone at different times and should not be taken for granted. Good attendance should be celebrated because it can be lifechanging (see our Attendance Policy)
- An adaptive pedagogy and curriculum with reading, literacy, Gatsby and cultural capital at its heart (see our Curriculum and Reading policies)

An integral element to the success of the Inclusion Way is our model of triangulation between Mental Health, Quality of Education and SEND. These three aspects are of equal importance and they all inform each other.

Only by working in combination, as embodied in the school through our Deputy Headteachers (Quality of Education, SEND) and Senior Mental Health Lead, overseen by the Headteacher, are our learners able to make sustained and holistic progress.



2. Introduction

The EAL policy at our Inclusion School is designed to provide a supportive and nurturing environment that addresses both the emotional and academic needs of our learners.

We understand that a limited knowledge of English does not reflect a lack of ability, intelligence or knowledge but it can heighten anxiety and affect a learner's belonging and contribution to their community. Our aim is to promote holistic development, ensuring that every learner can achieve their potential in a safe, inclusive, and understanding community.

3. Objectives

- To provide a safe and supportive learning environment that addresses the diverse emotional and academic needs of all learners.
- To implement strategies and practices that promote emotional well-being and academic success.
- To encourage positive behavior and emotional regulation.
- To foster strong, supportive relationships between learners, staff, and the wider school community.
- To welcome cultural, linguistic and educational experiences of learners with EAL contribute to the school.
- To enable our learners with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.
- To liaise with parents/carers, working in partnership to facilitate progress
- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- To ensure all learner's languages, cultures and identities are represented in classrooms and throughout the school.

4. Legislation and guidance

This policy has been created with reference to the following legislation and guidance:

- Aiming high: meeting the needs of newly arrived learners of English as an additional language

- Attainment of pupils with English as an additional language
- Developing quality tuition: effective practice in schools - English as an additional language

5. Roles and Responsibilities

The individual named for supporting Inclusion School Aldershot EAL learners is Becky Wilson

The named lead for EAL will be supported in their role by the Senior Leadership Team, SEND Lead.

6. Scope

This policy applies to all learners, staff, parents, and stakeholders involved in the educational process at our Inclusion School.

7. Emotional Support

7.1. Well-being Interventions

- Regular well-being sessions integrated into the curriculum.
- Access to bespoke interventions and mental health support.
- Explicit teaching of SEL (social emotional learning) which is subtly incorporated into daily routines and lessons.

7.2. MHITP (Mental Health Individual Timetable Plans)

- Personalised emotional support plans for learners, developed in collaboration with external agencies, teachers, and parents.
- Regular review and adjustment of MHITP's to meet changing needs.
- Curriculum diets may vary based on required level of input

7.3. Staff Training

- Ongoing professional development in emotional literacy, trauma-informed practices, and mental health awareness occurs throughout the academic year.

- Training in supporting learners with specific needs such as selective mutism, ASC and SEND needs.

8. Academic Support

Learners for whom English is an additional language are assessed on entering the school, using evidence informed platforms such as Star Reader, Star Maths and CAT4 Testing.

Where necessary a specialist Inclusion SCIL tutor will be responsible for providing initial support or more specialist provision may be required by a suitably qualified teacher.

8.1. Differentiated Instruction

- Tailored teaching strategies to meet diverse learning needs and styles.
- Use of Golden Threads every lesson, to support transition and embed routines throughout Inclusion School.

8.2. Small Class Sizes

- Maintaining small class sizes to ensure personalised attention and support.
- Additional academic support through one-on-one tutoring and small group interventions in SCIL lessons, Reading and mentoring.

8.3. Flexible Curriculum

- A broad and balanced curriculum that includes academic, vocational, and life skills education.
- Opportunities for experiential and hands-on learning to engage learners, both inside and outside of the classroom.
- Weekly opportunities to complete work experience in areas of interest, local to Inclusion School.
- Varied Cultural Capital opportunities to expose learners to life beyond Basingstoke and School.

9. Positive Behavior Support

9.1. Clear Expectations

- Clear, consistent expectations for behavior communicated to learners, staff, and parents.
- Implementation of Zones of Regulation to support learners with identifying feelings and strategies to overcome negative feelings.
- Role modeling high expectations.

9.2. Restorative Practices

- Implementing restorative justice approaches to resolve conflicts and build a supportive school community.
- Encouraging accountability and empathy among learners.

9.3. Crisis Intervention

- Established protocols for managing crises, including trained wellbeing practitioners on site.
- Immediate support and follow-up for learners experiencing emotional crisis during the school day. (Also known as the Engagement Team).

10. Parental and Community Involvement

10.1. Collaboration with Families

- Regular communication with parents about their child's progress and well-being.
- Parent/carer information mornings and resources for parents to support their child's emotional and academic needs.

10.2. Community Partnerships

- Collaborating with local mental health services, educational organisations, and other community resources.
- Involving community members in school events and initiatives.

11. Monitoring and Evaluation

11.1. Continuous Improvement

- Regular assessment of the EAL policy's effectiveness through surveys, feedback, and performance data.

- Ongoing adjustments based on evaluation results to better meet the needs of learners.

11.2. Reporting

- Transparent reporting of progress to stakeholders, including parents, staff, and the governing body.
- Annual review of the policy to ensure it remains relevant and effective.

12. Conclusion

Inclusion School is committed to creating an environment where learners can thrive emotionally and academically. Through a comprehensive approach that integrates emotional support, academic assistance, positive behavior strategies, and community involvement, we strive to empower every learner to reach their full potential.