

Labyrinth Education

English as an Additional Language Policy

Introduction

Labyrinth Education is committed to ensuring that learners with English as an Additional Language (EAL) receive their full entitlement to the curriculum and are supported in their educational journey. Our inclusive approach ensures that EAL learners have the necessary support to access learning effectively while also fostering their linguistic and cultural identity.

We recognise that many learners have complex needs and require tailored support. This is reflected in their Educational Health and Care Plans (EHCPs), with specific EAL provisions identified at the admission stage. Our communication strategies incorporate augmentative systems such as Picture Exchange Communication Systems (PECS) and electronic Augmentative and Alternative Communication (AAC) devices to ensure clarity and understanding.

To facilitate engagement, our approach is personalised, considering each learner's unique communication pathway and learning profile. Where possible, we integrate the learner's first language and cultural background into their educational experience. If in-house linguistic support is unavailable, we collaborate with families, volunteers, and external bilingual resources to provide necessary language assistance.

Identification and Assessment

Labyrinth Education employs a structured process for identifying and assessing EAL learners:

- Initial language assessment conducted at admission
- Parent/carer and local authority collaboration to determine language needs
- Ongoing assessment through:
 - English and Maths baseline tests
 - Teacher observations and formative assessments
 - Reading and writing evaluations
 - Individual learning targets
 - ICT-based tracking systems
 - Attendance and behaviour monitoring

Our education and clinical teams work collaboratively to establish appropriate support mechanisms for each learner.

Teaching and Learning

Teachers employ a variety of strategies to support EAL learners, ensuring their academic progress aligns with their individual needs. This includes:

- Using speaking and listening strategies to develop language skills
- Providing explicit instruction on curriculum-specific vocabulary
- Implementing structured reading activities to enhance comprehension
- Offering in-class support for small groups or individuals
- Integrating bilingual resources to aid understanding
- Encouraging the transfer of linguistic skills between languages
- Providing targeted interventions and specialist training for staff

We recognise that language acquisition takes time, and our approach supports the gradual development of spoken and written English in a manner that respects the learner's existing linguistic abilities.

Integration and Access to the Curriculum

Labyrinth Education ensures that EAL learners:

- Participate fully in classroom activities with appropriate support
- Access age-appropriate and differentiated learning materials
- Utilise ICT tools, translation apps, and visual aids to enhance comprehension

Partnerships

Effective communication between educators, families, and external agencies is critical. We actively involve parents and carers in the learning process and provide regular progress updates. If needed, we engage external EAL specialists for additional support and training.

The Importance of Home Languages

Labyrinth Education values linguistic diversity and encourages the maintenance of home languages while fostering English proficiency.

- English is the primary language of education, care, and therapy, but it does not replace home languages.
- Parents are encouraged to use their home language at home to support cognitive and emotional development.
- Visual aids, Makaton, and AAC systems are integrated into learning to support comprehension.
- We ensure that learners feel comfortable using their home language within the education environment.

Measurement and Evaluation

Progress is monitored through:

- Individual learning targets incorporated into EHCPs
- Lesson observations to assess teaching strategies
- Annual reviews and special educational needs (SEN) assessments

Guidance

This policy aligns with government recommendations and best practices, including:

- Aiming High: Meeting the Needs of EAL Learners
- Developing Quality Tuition for EAL
- Teaching Bilingual Children
- Supporting Families Using English as an Additional Language

Links to Other Policies

This policy should be read in conjunction with the Curriculum Policy.

Monitoring and Review

This document will be reviewed at least every two years. The Headteacher will oversee the monitoring process, ensuring updates align with best practices and evolving learner needs.