

The Potteries School

• **ABERMULE NEWTOWN POWYS SY15 6JH** •

Telephone: 01686 411191 • Email: potteries.school@greenfields.uk.com



POLICY: English as an additional language

COMPILED	IMPLEMENTED	COORDINATED	REVIEWED
07/08/2025	01/09/2025	Andy Joynson	01/09/2026

THE SCHOOL

The Potteries School is an Independent School operating within the Greenfields Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors. The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.) in mid-Wales. All our learners are Looked After Children and present complex needs with regard to interpersonal, emotional and social issues.

The Potteries School provides a positive, supportive and child-centred educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learner relationships and precision identification of individual learning need, the School supports learners to achieve and attain and prepare for the next steps on the educational ladder.

THE PURPOSE OF THE SCHOOL

The School supports the following mission statement:

We would like our learners to restart their educational experience with confidence and resume a pattern of learning in order to progress, attain and achieve.

And the following associated set of aims:

- Empower learners to participate in their own education planning
- Support learners to reengage and to rediscover enjoyment in education
- Provide a safe, secure learning environment to encourage engagement
- Help learners to achieve, attain and progress academically
- Assist learners to develop the skills for positive social interaction
- Prepare learners for the next step on their educational pathway
- Provide opportunities that compensate for earlier missed experiences
- Inspire learners to invest in their own future development

CULTURE AND THEOS OF THE SCHOOL

The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.) in mid-Wales. All our learners are Looked After Children and present complex needs with regard to interpersonal, emotional and social issues.

The Potteries School provides a positive, supportive and child-centred educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learner relationships and precision identification of individual learning need, the School supports learners to achieve and attain and prepare for the next steps on the educational ladder.

Many of the learners have a history of school exclusion or had limited access to learning prior to admission. Most have been unable to manage in a formal educational setting and often the risks their behaviours present has impacted on their ability to be educated alongside large peer groups.

The education offered at the Potteries School seeks to reengage learners in a creative and meaningful curriculum, assisting them to catch up on missed learning and an assessment programme that identifies their learning needs accurately. All learning is offered in an inclusive environment and delivered by education professionals with an understanding of the needs of the learners, working to build self-esteem and learning confidence, develop peer relationships and progress independent learning skills.

THE RIGHT WAY

The Right Way PRINCIPLE	THIS MEANS:	ORGANISATIONS WILL:
EMBEDDING	Putting Children's Rights (UNCRC) at the core of planning and the delivery of services for children and young people	○ Make links to Children's Rights (UNCRC) in their plans. ○ Agree on a structure of how they make sure children's rights are taken into account at all levels of decision making. ○ Make sure that leaders and staff have a good knowledge of children's rights (UNCRC), and help them understand how it can benefit their work.
Equality and NON-DISCRIMINATION	Ensure that every child has an equal opportunity to be the best they can be and that no child has to ensure poor life chances due to discrimination	○ Make sure staff have up-to-date knowledge of the Equality Act and receive training to increase their awareness of different groups of children and young people's needs. ○ Give information to children in a language or format appropriate for their age, culture, or ability. ○ Analyse data and consider which groups of children are not accessing your services, and why - can use our a children's rights impact assessment.
EMPOWERING children and young people	Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account	○ Give children the information they need to influence decisions that affect them (e.g. simple language reports). ○ Involve children and young people by giving them the opportunities/ training/ information they need to influence decisions that affect them. ○ Build relationships with groups of young people to allow them to regularly give ideas and feedback. E.g. youth groups/forums.
PARTICIPATION	Listening to children and taking their views seriously (as guaranteed by Article 12 — UNCRC).	○ Develop clear targets to listen to children and young people from marginalised groups. ○ Involve children directly in the design, monitoring and evaluation of services they receive (this can include involving children in recruitment of staff). ○ Adopt Wales' National Participation Standards for Children and Young People, to make sure when children participate, their experience is a quality one.
ACCOUNTABILITY	Organisations and individuals should be accountable to children for the decisions and actions which affect their lives.	○ Publish an accessible annual update showing how they've worked towards making children's rights a reality. ○ Feedback regularly to children in a suitable format. ○ Provide children with accessible information on how to provide feedback about services or to how to make a complaints and hold staff to account.

DEFINITION

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English-speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English.

AIMS AND OBJECTIVES

The aim of this policy is to help ensure that we meet the full range of needs of those Individuals who are learning English as an additional language. This is in line with the requirements of current legislation. We aim to raise the attainment of minority ethnic pupils by:

- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible
- providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English
- providing additional in-class and withdrawal support (if required) to these pupils
- developing an understanding of and valuing pupils' home languages
- using visual and auditory resources
- assessing pupils with EAL to establish their needs and progress
- liaising with Special Educational Needs (SEN) colleagues in identifying pupils who may additionally have SEN

ASSESSMENT FOR LEARNING

Identification and Assessment:

Carers/Local Authorities (Social workers) are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside learners should be able to identify and assess pupils with EAL in order to target them for support. This can be accomplished using a variety of data including:

- English and Maths tests
- Teacher assessment
- Reading and spelling tests
- Individual pupil targets
- Consultation with guardians
- Attendance and behaviour monitoring

Once the pupils have been identified and assessed, the class teacher needs to work with colleagues to develop Individual Language Plans with SMART targets.

Teaching and learning style:

Teachers take action to help Individuals who are learning English as an additional language by various means by developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- providing in class support for individuals and small groups
- developing appropriate resources
- explaining how speaking and writing in English are structured for different purposes across a range of subjects
- providing a range of reading materials that highlight the different ways in which English is used
- encouraging Individuals to transfer their knowledge, skills and understanding of one language to another
- providing support within small-group intervention strategy programmes also involving non-EAL pupils
- providing advice and training for staff members
- building on Individual's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit Individual's ages and levels of learning;

- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses
- using the home or first language where appropriate.

Home-school links:

- Welcome social workers/ care home staff into school
- Communicate with and involve guardians in their Individual's learning
- Promote a multi-cultural understanding in school

Professional development:

All staff are provided with opportunities for training on EAL, through the SENCo, whose responsibility it is to provide this training on a regular basis, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

Resources:

Staff working with EAL pupils can receive training in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to support.

TEACHING AND LEARNING

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary
- By setting appropriate expectations and encouraging pupils to contribute and give more than one-word answers
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives
- Recognising that EAL pupils may need more time to process answers
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another

RESPONSIBILITIES

SENCO:

Teachers:

- All involved in teaching EAL learners liaise regularly with each other
- Parents, staff, carers, social workers etc. are aware of the school's policy on pupils with EAL
- Relevant information on pupils with EAL is passed on to all staff

- Training in planning, teaching and assessing EAL learners is accessed
- Challenging targets for pupils learning EAL are set and met
- Are knowledgeable about pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and pupil grouping

SUPPORTING THE EAL POLICY

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

Language and literacy experiences of EAL learners:

- Some pupils may already have good language and literacy skills in two or more languages
- Some pupils may be beginner EAL learners have never learnt to read or write in any language
- Some pupils may have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school
- Some pupils may have SEN with language or literacy needs

Teaching strategies to support EAL beginners:

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- 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)
- Develop card sorting, sequencing and matching activities

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.

Learning through talk:

1. Using speaking to clarify and present ideas

2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

Learning from text:

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

Learning through writing:

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

REVIEW

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards) Regulations 2014, the Independent School Standards (Wales) 2024 and relevant guidance issued by the DfE and Welsh Government.

This document will be next reviewed on **01/09/2027**.