

SUPPORTING STUDENTS FOR WHOM ENGLISH IS NOT THEIR PRIMARY LANGUAGE (ENGLISH AS AN ADDITIONAL LANGUAGE [EAL]) POLICY

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1. VISION AND MISSION STATEMENTS

- 1.1. The aim of the EAL provision at Cygnet Schools is to champion the rights of students for whom English is not their primary language and to ensure that they have access to a high quality education provision which focusses on functional language development in the areas of speaking and listening, and reading and writing.
- 1.2. This is achieved through the effective identification of language needs, and the planning and delivery of a bespoke approach based on individual need.
- 1.3. Where a student is identified as requiring support to develop their English, they will be supported with a bespoke Wave 2 intervention to enable them to gain fluency and skills in speaking and listening to English, and in reading and writing; alongside ongoing personalised support in class (Wave 1) Please refer to the SEND policy for details of Wave 1, 2 and 3 support.
- 1.4. The support provided for students with EAL is implemented to ensure that their experience within education is as positive and fruitful as possible. The aim is to support students' educational transition to hospital from a community school, as

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well as their transition back, or on to a more suitable placement. It is the hope of all staff that through the effective implementation of the EAL policy, all students, regardless of need and disability, can make good progress with language acquisition during their time at Cygnet Schools.

- 1.5.** It is the personal responsibility of every individual referring to this policy to ensure that they are viewing the latest version; this will always be published on Cygnet's online policy library, [myPolicy/CAMHS](#)

2. LEGISLATION AND GUIDANCE

- 2.1.** This policy is written in line with the statutory SEND Code of Practice (2015); Part 3 of the Children and Families Act (2014); The Equality Act (2010) and the Public Sector Equality Duty (PSED); The Special Educational Needs and Disability Regulations 2014; the DfE Teachers Standards (2015).

3. DEFINITIONS AND IDENTIFICATION OF EAL

- 3.1.** Students for whom English is not their primary language can be referred to in different ways, the most common of which are detailed here: English as a Second Language (E2L or ESL); or English as an Additional Language (EAL). Within Cygnet schools, and within this policy we use the term EAL, recognising that many of our students are multi-lingual, and that the acquisition of English provides them with an additional language, rather than a second language.
- 3.2.** EAL needs will be identified through Cygnet schools routine admission procedures, including but not limited to: contact with the students community school, student induction process, baseline assessments in English, word level reading screening.

4. POLICY

Supporting Students for whom English is not their first language:

- 4.1.** Where a student has been admitted for whom English is not their first language, an immediate assessment of that student's language needs will be made, and their stage of language acquisition identified, in order to plan appropriate teaching and support.
- 4.2.** Teaching will be tailored to the student's needs, and will focus on the speaking, reading and writing elements of language. Online literacy programmes will be used to support early years and phonics skills, allowing for repetition and mastery of key skills. Where possible the student will be supported by a native speaker (where available), use of resources in their home language (such as newspapers, dual language dictionaries), and online translation tools
- 4.3.** The timetable for the student will be bespoke, to allow for sufficient time to be given to language acquisition, and typically the student's timetable will include mathematics, and therapeutic / practical based activities including the arts. Over time, as language acquisition progresses, the student's timetable will be adapted to include wider curriculum access, in order for the student to practise and embed their emerging skills. Once they display fluency, students with EAL will typically continue to be supported in class using visual cues and modelling, and with the acquisition of subject specific language.

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- 4.4. Identification of students with EAL initially comes from liaison with the students' home school with the Cygnet School's Education Officer requesting information on a 'Information Passport'. Contact is also made with the students' parents/carers and their Social Worker (if applicable) to find out if the student has EAL needs. At a student's induction to Cygnet Schools, they are asked to complete a One Page Profile. This includes information such as their likes and dislikes, how they prefer to be supported in class, and their goals for the future. This information helps staff to identify the potential barriers to learning experienced by the student and begins to inform the strategies used to support that student.
- 4.5. Once inducted to education, the graduated approach is begun and an assessment of the students' strengths and difficulties takes place. Ongoing assessment of the students' needs are completed throughout the Graduated Approach by school staff as part of the assess, plan, do, review cycle.
- 4.6. If applicable, discussion around identifying an EAL student's Special Educational Needs or Disabilities will also take place with the National SEND Case Coordinator, and Cygnet Hospitals Multi-Disciplinary Teams (MDT); where clinical staff may decide to complete further assessments (e.g. for cognitive difficulties, ASC or ADHD) in order to identify if a student has SEND.

Assessing and reviewing progress of students with EAL:

- 4.7. Student proficiency will be determined on entry through a best fit approach based on a series of 'can do' statements. This will be revisited at a minimum of six weekly intervals within the school Individual Education Plan (IEP) cycle, where targets for language acquisition will be set, monitored and reviewed.
- 4.8. Within the students targets for language acquisition, a focus will be made on one or more of the strands of speaking, listening, reading and writing; dependant on the student's needs, and their stage of language acquisition.
- 4.9. The Table describing the stages of language acquisition for EAL students is shown overleaf (Gov.UK 2020). The statements within this table constitute the 'can do' statements of proficiency used to assess a students developing competence.

Table 1: Language Acquisition for EAL Students

New to English:	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
Early acquisition:	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary.

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	Still needs a significant amount of EAL support to access the curriculum.
Developing competence:	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
Competent:	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
Fluent:	Can operate across the curriculum to a level of competence equivalent to that of a student who uses English as his/her first language. Operates without EAL support across the curriculum.

EAL and disability awareness:

- 4.10. All students at Cygnet Schools have Mental Health difficulties and will meet the criteria laid out in the Equality Act (2010) as having a disability. This act describes a disability as "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."
- 4.11. Due to the nature of our service, all students taught at Cygnet Schools will be receiving in-patient treatment at a Cygnet Hospital (Bury or Sheffield), Tier 4 CAMH Services, specialising in acute mental health difficulties.
- 4.12. In addition to Mental Health difficulties, many students within the student population at Cygnet Schools have further Special Educational Needs and/or Disabilities which require identification and support. Some students may have needs under one or more of the following 4 areas in addition to their EAL:
 1. Cognition and Learning Needs
 2. Communication and Interaction Needs
 3. Sensory and/or Physical Needs
 4. Social, Emotional and Mental Health Needs
 These needs will be identified and supported as described in the current SEND Policy.
- 4.13. Some students with EAL will also meet the criteria for SEND, and will be a Child in Care (Looked-After-Child), or be considered as Gifted and Talented.

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Inclusive quality-first teaching

- 4.14. The 'Assess, Plan, Do and Review cycle' provides the 'Graduated Approach' towards identifying and supporting students language acquisition needs as follows:
- 4.15. **Assess** – All students are assessed on admission to Cygnet Schools. Those students who have not obtained GCSE grades (either due to their age, not being entered for examinations, or not passing these examinations) complete a standardised Reading and Mathematics test on entry. These assessments immediately identify any students who are working significantly below their chronological age, and who may need additional support in their acquisition of English. The assessment information is used to inform planning; ensuring appropriate differentiation to meet the needs of the individual student.
- 4.16. Within the 'assess' process, teachers conduct regular formal and informal assessments of the student's progress. This can include progress outside of the curriculum, such as communication, social interaction or concentration. Assessment information and barriers to learning are documented on the students' Individual Educational Plans (IEPs)
- 4.17. Assessments are gathered together and discussed as a team during progress meetings. Each student is discussed at least termly, and more frequently if necessary. The aim of this is that students who are having continued difficulties and, as a result, are making less than expected progress are identified early so that support can be implemented.
- 4.18. Where a student continues to make less than expected progress, despite high quality first teaching, a decision is made that the school should involve the National SEN Case Co-ordinator to discuss and plan additional support. The National SEN Case Co-ordinator will assess the student through observation, discussion with the student and staff and by looking at the students' progress in comparison to their initial assessment data.
- 4.19. **Plan** - Within the 'plan' phase of the Graduated Approach, it is important to state that the first step is the provision of high quality first teaching and differentiation offered to students who have EAL. Teachers will be expected to use Wave 1 strategies, with advice from the National Special Educational Needs Case Co-ordinator where required, to help remove barriers to learning. As well as differentiation and scaffolding of tasks, Wave 1 strategies may include; incorporating rest breaks into lessons, providing access to sensory equipment such as ear defenders, wobble cushions or fiddle toys, or using resources such as coloured overlays, writing slopes and task boards. Wave 1 strategies are documented on the students' IEP.
- 4.20. **Do** - In the 'do' phase, the class teacher is mainly responsible for the provision offered to the students with EAL. Where Wave 1 strategies have been recommended, the teacher is responsible for planning for differentiated teaching and ensuring any specialist equipment is available to the student during the lesson. The National Literacy Lead and National SEN Case Co-ordinator are also responsible for supporting teachers and teaching assistants with recommended strategies, by providing guidance and advice and by purchasing relevant resources.

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- 4.21. **Review** – The assigned teachers are responsible for reviewing progress with language acquisition. If there are concerns about the amount of progress made, this will be raised by the teacher at student progress meetings. At these meetings, strategies will be discussed and feedback given by the relevant staff (teachers, teaching assistants) about any concerns they may have. Outcomes from the review phase will feed directly into the planning phase for the next cycle. This ensures that progress is continuous, and that the Graduated Approach is effectively applied.
- 4.22. Where a student's EAL needs cannot be met within the classroom, or through one to one teaching; then a highly personalised intervention, including access to a native speaker or translator, may be sought via the originating local authority

Supporting Students and Families

- 4.23. A key principle of the SEND policy at Cygnet Schools is the participation and engagement of students and their families. This is not the same as communication, and relies on the shared interest and motivation of both professionals and families to achieve specific outcomes (e.g. attainment). Cygnet Schools regularly contacts families to discuss the engagement and progress their child is making within education.
- 4.24. Conversations are held with students to find out what they feel their barriers to learning are and what support they would like in the classroom.

Supporting Students moving between schools and preparing for adulthood

- 4.25. We will share information with the school, college or other setting that the student is moving to ensure that there is a smooth transition to the new setting. We will agree with parents and students which information will be shared as part of this.
- 4.26. A robust transition plan will be put in place wherever possible, and supported by the Schools Education Officer and MDTs.

5. STORING AND MANAGING INFORMATION

- 5.1. Within Cygnet Hospital, there is a procedure for the storage and archiving of information pertaining to its inpatients. At Cygnet Schools, personal data, including school history, progress, EAL provision, Special Educational Needs, and attainment are stored in a locked cabinet and are confidential. All staff working with access to this information will have completed the Company training on Information Governance and Data Protection.
- 5.2. Following discharge from Cygnet Hospital, student data is transferred from the "Active Students" file to the "Discharged Students" file. This allows easy access to the information for the remainder of the academic year.
- 5.3. At the end of the academic year, each student's data is divided into individual envelopes and transferred to the archive. Here, documentation is stored for up to 20 years (up to the student's 25th birthday). For more information about archiving procedures, please see the Cygnet Healthcare Records Management Policy.
- 5.4. Young people, parents/carers and professionals can request access to the student data. All requests must be made to the Head Teacher in writing, along with details

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about the information requested and the reasons for the request. For more information about Access to Information, please refer to the Cygnet Healthcare Access to Health Records Policy.

- 5.5. All personal data is kept confidential, however, staff may disclose information if they feel there is a safeguarding concern. These concerns are then raised with the Designated Safeguarding Lead within Cygnet Schools. For more information about Safeguarding, please refer to Cygnet School's Safeguarding Children and Young People Policy.

6. ACCESSIBILITY

- 6.1. Accessibility refers to physical access to Cygnet Schools, access to the curriculum, and access to information. The Accessibility Plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all areas of responsibility.
- 6.2. For more information about the Accessibility of Cygnet Schools, please refer to the Accessibility Plan.

7. EXAM CONSIDERATIONS

- 7.1. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.
- 7.2. Cygnet Schools have an appointed Exams Officer who is responsible for ascertaining whether reasonable adjustments should be considered for students with EAL. As per the Accessibility Plan, Exams Officers will liaise with community schools and establish whether assessments have already been conducted for reasonable adjustments. If so, these arrangements will be implemented according to the guidance. If an assessment has not yet been completed, the Exams Officer would request this from the feeder school, or if appropriate, the Local Education Authority.

8. COMPLAINTS

- 8.1. In the first instance, complaints should be directed internally to:

Nicky McLeod,
Proprietor
Cygnet Health Care
Graveley Road
Stevenage
SG1 4YS

- 8.2. More information regarding this policy and the procedure for handling complaints can be found in the Complaint Policy published on our website.

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9. BULLYING

- 9.1. Cygnet Schools does not tolerate the bullying of any student or member of staff. All students should be treated equally regardless of age, sex, ability, cultural and ethnic background. Staff are vigilant and committed to prevent bullying and will react to any such occurrences.
- 9.2. Students with EAL may have difficulties identifying and/or reporting that they are being bullied. Staff are therefore extra vigilant when working with these vulnerable students in order to reduce the risk of bullying and to spot the early warning signs that a student may be being bullied.
- 9.3. For more information about our anti-bullying procedures, please see our Behaviour, Discipline and Anti-bullying Policy.

10. TRAINING AND RESOURCES

- 10.1. Funding for the support of students with EAL is arranged depending on the level of provision required. If the support required to ensure that the student has access to high quality teaching and learning can be met through the schools' Wave 1 provision, funding for this support is taken from the standard LA funding. If the student requires more targeted or specialist provisions at Wave 2 or 3, funding may be requested from the Local Authority. This additional funding will be discussed and applied for by the National SEN Case Co-ordinator.
- 10.2. Staff training needs are identified by the National Literacy Lead through formal discussions regarding their classes and past experience working with EAL. Staff receive training in accordance with their job roles and needs of the young people. As a minimum, they receive two annual training updates. This training includes guidance on working with EAL, specific educational needs (e.g. attention difficulties, communication difficulties), as well as updates on statutory guidance.
- 10.3. As part of the staff induction process, new staff will meet with the National Literacy Lead to discuss their past experience working with students with EAL. They will be asked to identify areas that they may require support in so that training can be tailored accordingly.

11. ROLES AND RESPONSIBILITIES

Proprietor

- 11.1. With regards to providing for students with EAL, the Proprietor challenges the Senior Team to appropriately support students with EAL and Disabilities, and holds the Headteacher to account for the application of funding aimed at supporting the educational provision for these students.

Head of Education

- 11.2. With regards to students with EAL, this role is designed to oversee the application of funding aimed at supporting the educational provision for students with EAL. The Head of Education works alongside the Proprietor and Hospital Manager to ensure that funding is appropriately spent, and that the Independent School Standards are met.

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National Literacy Lead

- 11.3. This role is designed to ensure that all students within Cygnet schools have access to high quality teaching of literacy, and access to curriculum wide opportunities for speaking, listening, reading and writing. This includes ensuring effective provision and high quality teaching for students with EAL.
- 11.4. The National Literacy Lead works with Headteachers and the Head of Education to ensure that the provision for young people with EAL is of a high quality and that all young people, including those with EAL, are subject to a process of high quality assessment, planning, review and and resourcing. Finally, they provide specialist training, advice, guidance and support to support staff, teachers and Headteachers. The National Literacy Lead can be contacted via The Phoenix School of Therapeutic Education, Cygnet Hospital, 83 East Bank Road, Sheffield S2 3PX.

National Special Educational Needs Case Co-ordinator

- 11.5. This role is designed to ensure that developments in the field of SEND are appropriately disseminated to the staff at cygnet schools. They are responsible for ensuring cygnet schools are inclusive and that adaptations are made to meet the needs of those with send and to help remove their barriers to learning. The national sen case co-ordinator is responsible for ensuring that the provision for young people with sen is of a high quality and that all young people, including those with send, are subject to a process of high quality assessment, planning and resources. Finally, they provide specialist training, advice, guidance and support to support staff, teachers and headteachers. The national sen case coordinator can be contacted via The Phoenix School Of Therapeutic Education, Cygnet Hospital, 83 East Bank Road, Sheffield S2 3PX

Headteacher

- 11.6. With regards to EAL, this role oversees the implementation of the required provision on a local level. They lead the progress meetings, which incorporate the Graduated Approach, in order to quickly identify and plan interventions for those who are not making good progress through the curriculum. This role meets regularly with the National Literacy Lead and the National SEN Case Co-ordinator to discuss the current student cohort, as well as identified gaps in staff knowledge or training identified during team meetings.

Teaching Staff

- 11.7. With regards to **EAL**, and in line with the Teacher's Standards (2015), teaching staff must know when and how to differentiate appropriately, using approaches which enable students to be taught effectively. They must have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- 11.8. Teachers should be able to demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development. Finally, they should have a clear understanding of the needs of all students, including those with English as an additional language; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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- 11.9. At Cygnet Schools, the teachers must be aware of the Graduated Approach and how it is used to assess and plan interventions for students with EAL. They should attend progress meetings, and be able to discuss individual student's progress through their subject curriculum. Teachers should also be aware of the interventions taking place in their classroom, and manage their support staff effectively according to the student's Student Profile.

Support Staff

- 11.10. The role of support staff within the classroom at Cygnet Schools is designed to add value to the teacher's instruction within the classroom. This could involve supporting students of all abilities to follow task instructions and maintain concentration. For specific students, support staff (e.g. Teaching Assistants) may deliver high-quality one-to-one support using structured interventions. Training would be provided in advance of delivery, and the aims for the interventions would be SMART and targeted to a student's specific barrier to learning (e.g. concentration, communication).
- 11.11. Support staff have a responsibility to ensure that they are fully prepared for their role within the classroom, allowing time with the teacher to understand the learning objectives of the session, and the key concepts, facts and information that are due to be taught. This allows them to effectively support the learning of the students, and use strategies such as scaffolding to differentiate support according to each student's needs.

Reviewing the Policy

- 11.12. This policy is reviewed annually by the National Literacy Lead, and signed off by the Head of Education at the Local Governors Board Meetings.

12. STANDARD FORMS, LETTERS AND REFERENCES

Linked Policy

- 12.1. Data Protection, Access to Records and Confidentiality (IG 02)
- 12.2. Equality and Diversity for Individuals (1-06)
- 12.3. Accessibility Plan (8-05)
- 12.4. Admissions (1-02)
- 12.5. Behaviour in Schools (8-06)
- 12.6. Code of Conduct in Schools (HR 02)
- 12.7. Complaints and Compliments (6-01)
- 12.8. Equality and Diversity (HR 01)
- 12.9. Safeguarding Children and Young People (4-16)
- 12.10. Safeguarding in Schools (4-17)

References, guidance and further reading

- 12.11. SEND Code of Practice 2015.