



English as an Additional Language (EAL) at Emanuel School

This is a significantly multi-lingual school. Take a look at the statistics on EAL at this school. You will see that there is a significant number of pupils in each year group who have dual language status. Western European languages dominate as the second languages spoken. Russian and Turkish also have a presence amongst our pupil cohort.

Each year we survey the new pupils to the school. We allow them to self-report on their oral and written English language skills, but we also look at their entrance exams data. By the sixth form, it is likely that the new entrants are highly proficient in written and oral English as they usually have a

good set of GCSE results. However, lower down the school, new entrants can be more recent to English and in the case of several of our pupils they left for England as refugees from Ukraine.

A small handful of pupils will need extra help and support to function effectively with the curriculum. We will let you know who those pupils are. For pupils who will need extra help through differentiation, these are the basic Emanuel guidelines. Whatever subject that you teach, some of these strategies will be an important adjustment to your teaching.

Top 5 additional languages spoken in the school

French = 27 (18%)

Russian = 20 (14%)

Spanish = 16 (11%)

Italian = 11 (8%)

Turkish = 8 (5%)

No. of all pupils in each year group with EAL

150 (14%)

Y6 = 48 pupils (of that 16 (34%) have EAL)

Y7 = 143 pupils (of that 36 (25%) have EAL)

Y8 = 167 pupils (of that 34 (20%) have EAL)

Y9 = 144 pupils (of that 18 (13%) have EAL)

Y10 = 143 pupils (of that 12 (8%) have EAL)

Y11 = 139 pupils (of that 11 (8%) have EAL)

L6 = 154 pupils (of that 8 (5%) have EAL)

U6 = 146 pupils (of that 15 (10%) have EAL)

10 Practical strategies to create an EAL friendly classroom

- 1 Try and make your lessons 'a language rich environment'. Explore new words whenever possible, both in terms of formal language connected to the subject and developing the learner's academic language skills, for instance by focusing on the differences between formal and informal vocabulary.
- 2 Try and find ways to highlight, rehearse or repeat difficult new words with a pupil that you know may have a slightly weaker formal lexicon through oral reinforcement.
- 3 Scaffold speech and writing using gap-fills, speaking, and writing frames and provide scaffolded dialogue opportunities in group work such as role-play, hot-seating, sequencing and matching activities.
- 4 Write down key words for the whole class. Encourage pupils to write them down with a definition. One example of good practice might be a subject word glossary in the back of an exercise book.
- 5 Use more visuals in the form of pictures, photographs, and so on, to help learners make sense of new information.
- 6 Give EAL learners thinking time as they need to process what they hear and what they say.
- 7 Use graphic organisers such as tables or grids to help learners organise their thinking.
- 8 Incorporate one-to-one teacher time with the EAL pupil to check that they have understood new formal language.
- 9 Use your marking to provide positive, constructive, and explicit feedback. Highlight the most common areas of writing where tenses or linking words such as conjunctions might be a problem and provide models for correction.
- 10 EAL pupils will increase their confidence in English if they read more in English. Try and make sure that additional reading is taking place in the home. Make sure that some homework is about additional reading. If you are teaching English, you should have a dialogue with the parents to make sure they are encouraging the reading of English books at home.

For further information and practical strategies to support EAL students please visit:

<https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas>

Primary Ambitions and SEN

Sixth former, Ben Frost, talks to Learning Support teacher Mr Blum about his Primary Ambition placement when he spent a year working in a local Autism Specialist School, Park House. He gives advice about how to make the most of the placement.

How well prepared were you for the challenges of your placement?

More than the others from our school. I had worked at a Wandsworth Primary School with autistic kids and at a gymnastic club for ASD pupils at Ashcroft Technology Academy.

What was the first visit like?

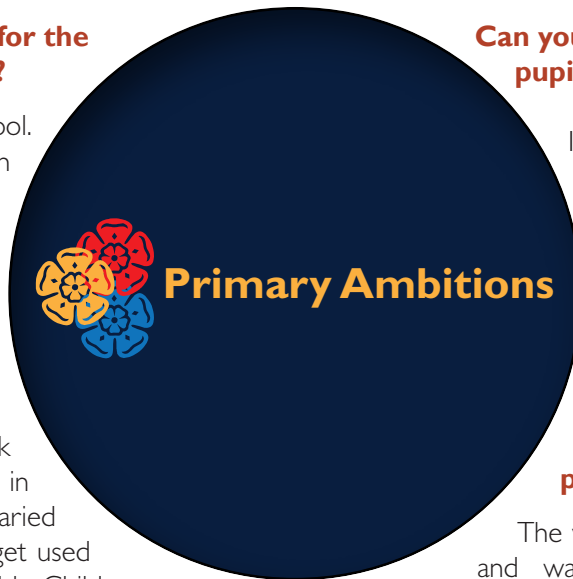
When you first walk through the door, try not to act with shock or surprise at what happens in the classrooms. It's a rich and varied environment but it takes time to get used to it. From the start it is unpredictable. Children will be running around, making lots of noise, even flinging things.

You need to listen and absorb what the teachers are saying about the kids. They are all hugely individual and some have sensory triggers of touch, light or sound. You need to know what they are before engaging too much.

We met the headteacher and were shown around the school on the first afternoon. Then we were put in with a class teacher and started to get to know our kids.

How are the classes different from a mainstream school like Emanuel?

There are about 8 pupils, but each pupil has their own helper as well as acting volunteers. The class teacher 'teaches' the lesson, and the one-to-one helpers reinforce the information with the pupils every minute of that lesson. You quickly get to learn over the first Friday afternoon that it is a rewarding but also a very demanding environment. It can be very exhausting, and the staff get very tired. They are hugely grateful for the extra help we can give. As the weeks go by, they see us get more comfortable with the children and they give us greater independence. We started to bring in our own little activities to use in the classroom. Playdough was a great favourite.



Can you tell me a bit more about the pupils?

It is an up to age 11 school. All pupils have autism, and the vast majority are boys. At 11, some are able to go to mainstream school and after, have to stay in separate school systems. A lot depends on how verbal they have become.

What are your best and worst experiences of your placement?

The worst: one kid had a little meltdown and was punching, kicking, and spitting. Everybody had to be moved out of the classroom and I learned by staying in the room with one of the other professionals that you just have to let the young person burn their energy out. In the end, the meltdown just fizzled out.

As for the best, it will sound a really small thing, but it really isn't. The first time one of the kids you are working with says your name.

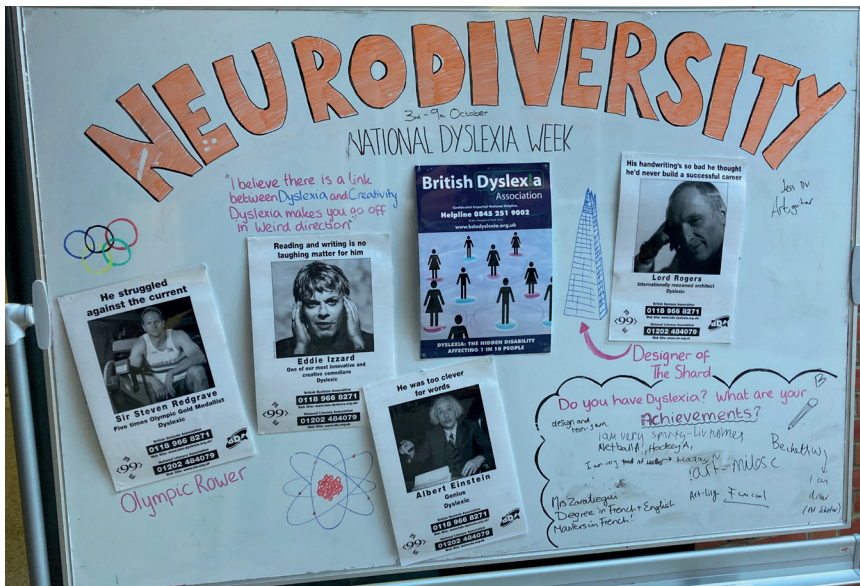
What was the main thing you take away from your year long placement?

It's a challenge. You find out if you are strong willed because it is an environment which is hard to be comfortable in. Those of us from Emanuel who threw themselves into it got the most out of it. You learn some massive self-management skills. Patience, resilience, and the ability to work calmly in stressful environments.



Dyslexia Awareness Week October 3rd - 7th

Pupils and staff took great interest in this whiteboard display set out in the Dacre Courtyard of world famous dyslexics. Some added comments about their own experiences.



Emerging areas of special needs practice that are going to become more significant at Emanuel School for the classroom.

Neurodivergent or Disabled?

Does the language we use matter that much when working pupils with Autism, Dyslexia and ADHD.

Increasingly the label of having a 'disability' is being redefined as 'being Neurodivergent'. What does this mean and do labels actually matter to what you as teachers try and do in the classroom? Neurodiversity focuses in a more positive way on what is different between people and the way they use their brains rather than describing some people's approach to learning as a 'deficit' or 'disability'.

The way something is framed by vocabulary can truly affect the way that we as teachers respond to and work with a pupil in the classroom. 'Neurodiverse' is now being used more frequently to describe the different ways our brains process information. We have pupils on the SEN register who would fit more comfortably into the curriculum when the concept of Neurodiversity is applied.

Autism (ASD), ADHD and Dyslexia are special needs categories that all benefit from a positive re-frame to the concept of 'difference' rather than 'disability'. Here are just a few simple examples of how this might help you if you are teaching pupils labelled as one of the above.

Autism is often seen solely in a deficit scenario. Young people who have poor social skills, repetitive behaviours and rigid routines. But their Neurodivergence from other pupils create productive differences than can easily be overlooked. ASD pupils often display greater attention to detail, above average concentration and focus, creativity as well as fantastic factual memory. These Neurodiversities are hugely positive and can be capitalised on by teachers. Yet they can often be forgotten.

ADHD, if seen only as a 'deficit' or 'disability', portrays itself with poor focus, haphazard organisation, restless energy and either zoning out or blurting out too much in a lesson. But some of the 'difference' or Neurodiversity can be very positive. Many ADHD youngers use their energy to take

risks and think outside the box to solve problems. They are brave enough to speak out in a way that can take a lesson forward dynamically and confound pupil passivity.



Dyslexia can be framed only as a disability that involves problems with speaking, reading, writing or spelling. A 'deficit' hinders a young person from organising letters in a word or at a more strategic level, organising their ideas for writing an essay. But many Dyslexics simply operate differently to the majority of the school cohort. They have a huge capacity to process information visually, have tremendous spatial awareness and are immensely creative.

So perhaps the term 'Neurodiversity' can help us as teachers to notice strengths as well as weaknesses that our pupils have. It is a concept that reminds us that people are indeed individual and unique. A significant minority of human beings in our classroom have significant strengths but function differently. They are not Neurotypical. As teachers, we could gain much by never losing sight of that key fact.