

English as an Additional Language (EAL) Policy

Category:	<i>Student Related</i>
Authorised By:	<i>Local Governing Board</i>
Sponsor:	<i>Cecely Manners</i>
Author:	<i>Model policies / member of staff</i>
Version:	4
Status:	Approved
Issue Date:	June 2019
Next Review Date:	June 2020

Ownership and Control

History

Version	Author	Dated	Status	Details
1	Simon Garnham	April 2016	Approved	Approved by Student and Curriculum Committee 11 May 2016
2	Adrian Kidd	June 2017	Approved	Approved by LGB 14 June 2017
3	Cecely Manners	July 2018	Approved	Approved by the LGB 4 th July 2018, pending an amendment to wording at 9.2, which was subsequently approved by Chair's Action.
4	Cecely Manners	June 2019	Approved	Approved by the LGB 13 June 2019.

Intended Audience

Intended Audience	Intended Method of Distribution
Staff, Parents and Carers	Shared Google Drive, web

AMENDMENT TRACKER

Name of reviewer: Cecely Manners

Date of review: June 2019

Summary of all changes being proposed in this policy review:

No changes required.

Contents

Statement of intent	2
1. Teacher responsible for pupils with EAL.....	3
2. The role of school staff members.....	3
3. Support	3
4. Inclusion	4
5. Classroom practice	4
6. Access to the curriculum.....	5
7. Working with parents and carers	5
8. Special educational needs (SEN)	5
9. Monitoring progress	6

Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.

1. Teacher responsible for pupils with EAL

1.1. The teacher responsible for pupils with EAL is Cecely Manners, supported by Danielle Raven, Teaching Assistant. Their responsibilities include:

- The induction of newly arrived pupils.
- Coordinating the efficient timetabling of pupils with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with parents.
- Advising on strategies to support and include pupils with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Developing relationships between the school and parents of pupils with EAL.
- Securing and providing training to ensure staff development, including INSET courses.
- EAL students, where possible, will be given the opportunity to take formal examinations in their home language.

2. The role of school staff members

2.1. All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

3. Support

3.1. Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English, and will support the wider curriculum.

3.2. In-class support and small group work is utilised as soon as the pupil can be successfully integrated into the classroom environment. The pupil may still spend time with their intervention teacher as necessary.

4. Inclusion

4.1. The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

5. Classroom practice

5.1. Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

5.2. Classroom activities will be matched to pupils' needs and abilities.

5.3. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

5.4. Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

5.5. Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers and staff.

5.6. Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

5.7. Assessment methods will allow pupils to show what they can do in all curriculum areas.

5.8. Bilingual dictionaries and electronic translation devices are available to aid pupils with EAL.

5.9. Visual supports are utilised where possible, e.g. posters, pictures, photos, objects, demonstration, use of gestures.

6. Access to the curriculum

6.1. The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available.

7. Working with parents and carers

7.1. Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.

8. Special educational needs (SEN)

8.1. A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.

8.2. A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.

8.3. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists.

8.4. Where appropriate, the school will arrange an assessment in the child's first language.

8.5. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

9. Monitoring progress

- 9.1. The monitoring of pupils' progress is shared between all teachers, both mainstream and EAL support.
- 9.2. Individual pupil profiles are updated following assessments and reviewed on a half-termly basis to identify and address problems. Where students are deemed to be underachieving, interventions will be put in place to address this and impact measured
- 9.3. Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.