English as an Additional Language (EAL) POLICY

Overview Statement

In our school, we value each child as a unique individual. We strive to meet the needs of all of our children and to ensure that we meet all statutory requirements related to inclusion. Children with English as an additional language (EAL) are provided with learning opportunities that enable them to make good progress. We strive to meet the needs of all pupils learning English as an additional language and we take all reasonable steps to achieve this.

Rationale

It is our belief that all teachers are responsible for assisting EAL pupils in their language development. Activities which allow EAL pupils to work on tasks with peers who have English as a first language will enhance their language and social development.

Aims

Our main aim is for all EAL children to become confident in listening, speaking, reading and writing so that they can access the curriculum and communicate effectively with peers and adults.

We will identify individual pupil's needs; recognise the skills she brings to school and ensure that she is able to access the curriculum to the best of her ability.

Key Principles

- Language develops best when it is used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for. Attention should be given both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers and Teaching and Learning Assistants have a crucial role in modelling use of language.
- A distinction is made between EAL and Special Educational Needs.

The EAL Coordinator

The Head of Learning Support oversees the implementation of this policy and provision within school and is supported by the French Coordinator (EAL Support).

Assessment and Monitoring

- Information about a pupil's fluency in English and ability to speak other languages is initially gathered from parents on the school enrolment form and is captured on iSAMS and accessible to all. When a new pupil with EAL arrives at the school, the class teacher will provide additional information about her fluency in English-based on her ability to communicate with others and to

access the curriculum. This will help to build up a picture of a pupil's strengths and any areas in which she may need additional support.

- Assessment is primarily through informal observational but may also be informed by results of standardised and school tests.   Proficiency in English is categorised as follows:

  - New to English
  - Early Acquisition
  - Developing Competence
  - Competent
  - Fluent

The EAL list is collated by the Head of Learning Support in collaboration with the Senior Leadership Team and is made available to all staff. The list is regularly reviewed. The document is a live document rather than static and is subject to regular reviews commensurate with up-to-date assessment information. The progress of each pupil is monitored and evaluated.

Teaching and Learning

While pupils who are new to English or in the early acquisition stages may receive additional support outside the classroom from the Head of Learning Support, EAL Support and/or an LSA, we consider that all teachers are responsible for helping EAL pupils develop their receptive, expressive and written language. They must provide appropriate support in their lessons to allow pupils to access the curriculum and make good progress and this provision must be detailed on their weekly lesson planning.

Staff use a variety of support strategies to ensure curriculum access. These may include:

- Collaborative group work;
  - Enhanced opportunities for speaking and listening;
  - Modelling speaking, reading and writing;
  - Additional verbal support e.g. repetition, alternative phrasing, peer support;
  - Additional visual support, e.g. objects, pictures, demonstration etc.;
  - Bilingual resources, e.g. dictionaries, kindle, on-line support, bilingual staff/pupils, texts, key word lists;
  - Multi-media language resources;
  - Writing frames and scaffolds;
  - Discussion is provided before and during reading and writing activities;
  - Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;

  - Where possible, learning progression moves from the concrete to the abstract;
  - Ensuring that vocabulary work covers the technical as well as the everyday meanings;
  - Covering not only keywords, but also metaphors and idioms;
  - Explaining how spoken and written English have different usages for different purposes;
  - Providing a range of reading materials to exemplify the different ways in which English is used;

- Teachers ensure that children are able to access the curriculum by:
    - Using texts and materials that support their ages and learning stages;
    - Providing support through ICT, video and audio materials and dictionaries.

- The EAL Coordinator supports staff and can provide advice and support on teaching and learning strategies for EAL pupils;

Special Educational Needs and Able, Gifted and Talented Pupils

- The school recognises that most EAL pupils needing additional support do not have Special Educational Needs (SEN). However, should SEN be identified during assessment; EAL pupils will have equal access to the school's SEN provision.
- Similarly, the school recognises that there may be EAL pupils who are able, gifted or talented even though they may not be fully fluent in English.

Parents and Wider Community.

Teachers work collaboratively with parents to ensure language acquisition is consolidated at home.

Monitoring and Review

The SENCO/Head of Learning Support monitors the progress of EAL children in the school.

Linked guidance, policies and procedures:

Keeping Children Safe in Education (KCSIE) statutory guidance

Working_together_to_safeguard_children.pdf

Relevant school policies:

Keeping Pupils Safe in Education, Pupil protection Policy, Code of Conduct and Subject Policies

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