

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Ethos

In our school the teaching and learning, achievements, attitudes and well-being of all our pupils are important. We encourage all our pupils to achieve the highest possible standards. We do this through taking account of each pupil's life experiences and needs. Some of our pupils have particular teaching and learning requirements because they speak English as an additional language.

The school operates within a wider policy framework which includes the Equality Act 2010, The Education Act 1996, the Equality Act 2010, the Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015, the Equity and Diversity policy, the accessibility plan, the School's Admissions Policies, the behaviour Policy Child Protection Policy, Behaviour Policy and Anti-Bullying Policy.

Pupils who speak English as an additional language often have skills and knowledge about language at a similar to monolingual English-speaking pupils. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

We aim to ensure that pupils who have all gained admission by selective examination procedures have equality of access to the curriculum. We promote the principles of fairness and justice for all pupils through the education that we provide so that our pupils can realise their full potential academically and socially and develop as responsible citizens.

The aims of the school are:

- EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs;
- EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in co-curricular activities;
- The views of the pupil are sought and considered;
- Parents/guardians are encouraged to play a role in EAL pupils' education;
- Appropriate resources are available and are used in the school
- EAL pupils are enabled to achieve their potential both in the classroom and through additional support where appropriate, including the use of appropriate access arrangements for internal and external examinations;
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are actively supported and celebrated.

Definition of EAL

We use a definition of EAL as: “a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those who are at different stages of learning English. EAL pupils may be born in the UK, but in a family where the main language is not English. Many of the EAL pupils have been deliberately brought up as bilingual by their parents or, in fact, count English as their first language whilst being fluent or semi-fluent in another family language. It is important to be alert to the fact that EAL needs may ‘surface’ as more competent pupils progress in their education; it is also the case that many will have no language support needs during their time at the school. In such case EAL is still relevant, however, in terms of supporting and celebrating these pupils’ abilities.”

Teaching and Learning

We act to help pupils for whom English is an additional language by various means:

- The list of EAL pupils is regularly updated and distributed to staff;
- Currently, all staff have access to a list of EAL pupils stored electronically in shared staff areas;
- The SENCO, who oversees the EAL provision, liaises with HoY/HoDs to monitor the progress of EAL pupils in individual subjects to ensure that learning is taking place at an appropriate rate;
- EAL pupils are encouraged to transfer their knowledge, skills and understanding of one language to another, building on their experiences of language at home and in the wider community. This enables their developing use of English and other languages to support one another;
- Providing a range of materials through specific subject teaching to broaden the pupil’s experience of the English language, ensuring that there are effective opportunities for talking, which is used to support writing;
- Strategies for differentiation;
- Provision of peripatetic EAL support if appropriate;
- External examinations in first language. (Seniors);
- Appropriate access arrangements for examinations;
- Use of pastoral buddy system;
- Encouraging integration in social and academic settings;
- To promote a positive profile of EAL. This can be achieved by:
 - holding assemblies including European Language and Mother Tongue Day;
 - ensuring EAL has a high profile in school displays;
 - developing appropriate staff resources, including suggested teaching methods;
 - staff training;

EAL in the Early Years Foundation Stage

The Early Years both celebrates and encourages children to develop fluency in the English language, as well as their home language (if other than English).

We aim to accomplish this by:

- Providing visual stimuli for newly learnt vocabulary words
- Having a visual timetable

- Allowing the children to talk in their home language when playing
- Giving EAL children opportunities to teach words or phrases from their home language to the rest of the class
- Learning songs in other languages
- Giving parents a list of free websites and games, the child can play or listen to in English (and/or their home language)
- Holding Literacy and Numeracy workshops
- Having storybooks available written in home languages that represent the current pupils
- Encouraging children to bring in home language story books to share with the class

Learning Support

All pupils have passed an entrance test at an appropriate level for their age group. An examination in English forms a significant part of this test so pupils will have demonstrated that they can use English at a level, enabling them to benefit from the education provided by the school.

Any pupil who is identified as requiring additional support in their use of language will be referred to the SENCO for further assessment and will be offered appropriate support. In-house support may include small-group withdrawal lessons or provision of differentiated material by subject staff. Subject or teaching staff also provide support informally on a one-to-one basis.

Monitoring and Evaluation of this Policy

The implementation of this policy will be reviewed, monitored and evaluated via:

- the outcomes of school inspection;
- review of public examination results;
- review of internal examination results;
- use of pupil voice and feedback from parents;
- review at pastoral meeting;

Complaints about EAL provision

If a parent has a concern about EAL provision, he/she in the first instance should raise the concern with the Coordinator. If a parent wishes to make a complaint, they should refer the School's complaints procedure.