English as an Additional Language (EAL) Policy

Policy Number: E2				
Version	**Date Issued**	**Prepared By**	**Approved By**	**Comments**
1	September 2012	SMT	SMT	Included in Staff Handbook
2	September 2014	SMT	SMT	Included in Staff Handbook
3	September 2016	SMT	SMT	New Policy Created

Introduction

This policy details our arrangements to recognise and meet the needs of students who are learning English as an additional language, especially in our international setting where children of all ages join the school with little or no English.

Throughout this policy, and in other related policies and documents, these students are referred to as EAL students.

Context

Our EAL students generally come from a range of ethnic groups.

Our EAL students generally have different linguistic backgrounds.

Our students do not always arrive in school having had some exposure to English language and indigenous culture.

Our EAL students do not always arrive in our school with some prior experience of school.

Our EAL students do not always arrive in our school with some developed literacy and numeracy skills in their home language.

Policy Aims

EQUALITY

To be proactive in removing barriers that stand in the way of our EAL students' learning and success.

DIVERSITY

To meet our responsibilities to our EAL students by ensuring their equal access to the Curriculum (and other educational opportunities) and to achieve their educational potential.

BELONGING and COHESION

To provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives

To give EAL students the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.

To give EAL students the knowledge and skills to use English to understand and produce written texts.

To give EAL students the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

School's Duties and Responsibilities for EAL

- Ensuring that EAL students have full access to the Curriculum.
- Collecting information about students' educational, linguistic and social background.
- Monitoring achievement and attendance, setting clear targets and outcome measures for EAL learners.
- Promoting ethnic, linguistic and cultural diversity, for example in the curriculum, assemblies, displays, resources and dual language texts.

Underlying Principles

Our EAL students are entitled to opportunities for educational success that are equal to those of our English – speaking students.

EAL students are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.

Well-planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for the acquisition of English by EAL students.

The multilingualism of our EAL students enriches our school and our community.

To become fully competent in the use of curriculum/academic English is a long process; students require long-term support.

Having a home language other than English is not a "learning difficulty". EAL students are not placed on SEN registers or taught in SEN groups unless they have special educational needs.

Placement in Teaching Groups/Classes

We recognise that EAL students, who may be new to English, need continuity and security as they start our school. We therefore aim to make an early decision about teaching group/class placement and only amend it depending on the progress and settling in of the students.

EAL students:

- Have access to the whole curriculum
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a group as possible i.e. with their intellectual/academic equals
- Are not subjected to standardised reading tests
- Receive additional TA support in class as requested by the class teacher

The School and the Staff:

- Plan for and provide appropriate stimuli for language development
- Encourage EAL students to use English by generating opportunities for active participation in lessons
- Assign specific roles in group activities to ensure active participation by EAL students
- Encourage EAL students to develop communication strategies such as asking for clarification
- Consider our own language use and provide suitable contextual clues for EAL students
- Are aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL students are familiar with
- Are aware that an EAL student's social language (normally acquired in around two years) may be much more advanced than their academic language
- Allow EAL students to use first language when it will be beneficial to their learning and communication needs
- Teach topic/subject – whilst providing relevant vocabulary, structures and other opportunities to develop listening, speaking, reading and writing skills
- Provide good language role models for social interaction in learning activities
- When necessary, provide spoken and written, curriculum-specific, language models for EAL students e.g. writing frames
- Provide a secure, but intellectually challenging, learning environment
- Support Language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness etc) genre features and characteristics (narrative, reports etc)
- Promote language and study skills and attitudes that enable EAL students to become independent learners

Whole-School Practice

Curriculum planning (at all levels) takes account of the learning and support requirements of EAL students.

All staff who teach and support EAL students understand their roles and responsibilities.

Staff where possible will be offered EAL professional development.

The range of languages in use in the school and local community is reflected and celebrated around the school.