

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

## 1 INTRODUCTION

- 1.1 The term English as an Additional Language (**EAL**) is used when referring to pupils whose main language at home is a language other than English.
- 1.2 A child must not be regarded as having a learning difficulty solely because the *language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home* (section 20 (4) Children and Families Act 2014). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.
- 1.3 This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

## 2 AIMS AND OBJECTIVES

- 2.1 To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- 2.2 To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- 2.3 To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.
- 2.4 To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- 2.5 To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- 2.6 To monitor pupils' progress and use the information in decisions about classroom management and curriculum planning.
- 2.7 To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### 3 STRATEGIES

- 3.1 Pupils with EAL will be assessed on their arrival to the School to identify the initial level of provision required. Additional tuition in English may be provided until the pupil is integrated into the mainstream curriculum.
- 3.2 The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- 3.3 Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required. If a pupil requires EAL support, the school reserves the right to make a charge for these lessons. The person responsible for EAL in the school is the Head of Learning Support.
- 3.4 The School will ensure that:
  - All involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff
  - Training in planning, teaching and assessing EAL pupils is available to staff
  - The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed
  - Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-bullying Policy
- 3.5 All teaching staff can assist by:
  - Be knowledgeable about pupils' abilities and needs in English and other subjects
  - Ensure the pupil's name is pronounced correctly and that he or she is included as much as possible
  - Use this knowledge effectively in curriculum planning, classroom teaching and grouping
- 3.6 Any concerns about the wellbeing of a pupil with EAL should be referred to their Form Tutor.
- 3.7 If the School has reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections in the Special Educational Needs and Learning Difficulties Policy.

<b>Authorised by:</b>	<b>Jean Salt</b> - Head of Learning Support <b>H Pakenham-Walsh</b> – Deputy Head, Academic
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