ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Policy/Procedure creator: **Claire Ross**

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Current process reviewed by	Kate Williams
Current process approved by	Mandy Ellen
Date of next review	20/09/2023

Key staff involved in the process

Head of centre	Mandy Ellen
Senior leader(s)	Mandy Ellen and Emma Finch
Exams officer	Kate Williams
Other staff (if applicable)	Claire Ross

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

English as an Additional Language Policy

Our aim is to support the educational needs and aspirations of students for whom English is not the language spoken at home, or is not their best language (EAL). In order to help these students have equal access to the curriculum and to achieve their academic potential we recognise that the students will need help to develop their speaking, reading, writing and listening skills in English. We celebrate cultural diversity and internationalism by providing a nurturing and welcoming environment where all students are accepted and valued.

Guidance

The Department of Education definition of EAL is *'A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English'.*

Students for whom English is an additional language are not a homogeneous group. They can be grouped according to their English language proficiency; from new to English (possibly as in the case of refugees) to advanced EAL learners. These learners can have well developed oral skills, can read and write competently in English and will be approaching or exceeding the attainment levels of their peers. However these are the students that may need additional support to prevent a plateauing in their learning or under achieving in relation to their cognitive and academic ability. An EAL student may also have SEN, but under achievement because of EAL is not an indicator of SEN.

Roles and responsibilities

Teachers are responsible and accountable for the progress and development of the students in their classes, even where students access support from specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have EAL. There are suggested strategies for teachers to access in order to support EAL students in the classroom (see Appendix 1). Subject areas are encouraged to periodically review their support of EAL students.

Special Arrangements for External Exams

The SENCO in liaison with the Exams Officer will ensure that special access arrangements, such as the use of bi-lingual dictionaries or extra time will be submitted to the appropriate regulatory body following the published and relevant guidance. In the case of GCSE's, the Joint Council for Qualifications (JCQ) will make the final decision as to whether the special access request is granted. This decision will then be communicated to the student.

Admissions

Providing a student meets the academic and vocational admissions criteria for our school, we do not discriminate against students for whom English is not their first language.

Partnership with Parents

Support and progress will be monitored through regular reviews of progress reported throughout the year and with direct contact with class teachers and the student. Parents will be invited to attend parent evenings and will receive written reports during the year.

Link Policies:

Teaching, Learning and Assessment Policy
Curriculum Policy
Behaviour Policy, Rewards and Sanctions Policy
Appendix 1

Supporting Strategies for students with English as an Additional Language include;

At Home:

Listen to radio and music in English
Keep abreast of current trends by using BBC website as home page Listening to audio books
Watch TV in English

In the classroom:

Key vocabulary – the language embedded within a specific subject or topic will have specific vocabulary and frequently used phrases. These should be identified and be available for pre learning by EAL students. Planning to identify and tackle specific language demands of the curriculum may benefit all students 'not just EAL students. Pre-teaching new vocabulary before the main context of the subject may be beneficial. Discussing and exposing the roots of key vocabulary may be helpful to EAL learners and other students.

Presenting information visually as well as orally. Students can be encouraged to develop their own ways of recording notes, older EAL learners may want to record some of their personal notes in their language of choice. Students can be encouraged to use colour to highlight key text. Writing frames can be useful to encourage the more advanced EAL learner to take risks and explore more complex language, scaffolding their learning.

Exemplar answers and essays can be made available to guide the students 'responses. Modelling of particular subject specific language and methods of writing will benefit EAL learners e.g. use of specific formats for science experiments.

Assessment through a variety of methods including oral and visual presentation to check understanding.

Breakdown objectives.

Make resources available on TEAMS; e.g. glossaries, links to usefull websites, for independent additional support.