



# Underley Garden

## English as an Additional Language (EAL) Policy

<b>Created:</b>	January 2012
<b>Reviewed:</b>	Sep 2022
<b>To be reviewed</b>	September 2023

## **POLICY ON CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

### **Introduction**

The term EAL is used when referring to pupils whose main language at home is a language other than English.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

### **Aims**

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To promote equality of opportunities for all pupils whom EAL
- To implement school wide strategies to ensure that EAL pupils are supported in accessing a broad and balanced curriculum.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their full academic potential.

### **Objectives**

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### **Strategies**

#### *School/ Class Ethos*

- Recognise the child's mother tongue; boost the child's self-esteem. Remember he/she has the potential to become a bi-lingual adult.
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify the pupils strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.

### *Teaching and Learning*

- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible.
- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one word answers.
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their mother tongue to explore concepts.
- Give newly arrived young children time to absorb English (there is a recognised "silent period" when children understand more English than they use- this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.

### **Responsibilities**

#### *Headteacher*

To obtain, collate and distribute information on new pupils with EAL. This includes:

- Language (s) spoken at home.
- From the previous school, information on level of English studied/used.
- Details of curriculum at previous school.

Also to ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on pupil's with EAL
- Relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing EAL learners is available to staff.
- Challenging targets for pupils learning EAL are set and met.
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.

#### *SEN Co-Ordinator and Speech and Language Therapists (SaLT)*

- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete and Individual Learning Plan for each pupil)
- Provide advice to teachers and support staff on classroom strategies.
- Monitor standards of teaching and learning of pupils with EAL
- Liaise with the Multi Cultural Service
- Liaise with parents/guardians

- Support the pupils language development both in class and by withdrawal (for 1-1 work) as appropriate
- Report to the Head on the effectiveness of the above and the progress of pupils.

*Class/Subject Teachers*

- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.