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English as an Additional Language (EAL)Policy

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| **Created:** | January 2012 |
| **Reviewed:** | September 2023 |
| **To be reviewed** | September 2024 |

**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 date is 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.