

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 implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their 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 and help them achieve their best.
- To maintain pupils' self-esteem and confidence – allowing them to thrive in our school community.
- Provide ample opportunity for children to feel comfortable and relaxed at our school – allowing them to feel safe.

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 pupil's 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 as soon as possible.
- Show differentiated work for EAL pupils in planning.
- 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.
- 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)
- Use collaborative learning techniques and allow time to 'pre-teach' core information.

POLICY ON CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE



Responsibilities

Form teacher:

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

- Language(s) spoken at home and any additional needs that the child may present.
- From the previous school, information on level of English studied/used.
- Details of curriculum at previous school.

Head

To ensure that:

- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school's policy on pupils 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

- Oversee initial assessment of pupils' standard of English.
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Educational 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 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 teacher.
- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.