EDGEBOROUGH SCHOOL

English as an additional language (EAL) Policy

(including EYFS and Boarding)

UPDATE LOG

DATE	CHANGE	By Whom
01.09.18	Updated by SENCo	HP
23.09.18	Reformat and read through	DJWT

Reviewed by: HP Sept 2018
Next review: Sept 2019

Contents

Statement of Aims

Edgeborough School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language who may be at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to develop the skills of:

- Using English confidently and competently.

- Using English as a means of learning across the curriculum.

- Where appropriate, making use of their knowledge of other languages.

The Context of The School

English is spoken throughout the school though several languages other than English are spoken within the home.

In 2018-19 one pupil in Year 2 is identified as needing EAL support.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.

- Effective use of language is crucial to the teaching and learning of every subject.

- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

- Teachers have a crucial role in modeling uses of language.

- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.

- All pupils have entitlement to the School Curriculum.

- A distinction is made between EAL and Special Educational Needs and Disabilities (SEND). However the children who have EAL are listed on the SEND register on iSAMS, noted as having EAL).

- Language is central to our identity. Therefore teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.

- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and Differentiation:

- Teaching plans will provide differentiated opportunities matched to individual EAL pupils' needs.

- Key language features of language, which are necessary for effective participation, will be identified. These may be key words and subject specific vocabulary, certain patterns of grammar, use of language or forms of text.

Strategies

Staff use support strategies to ensure curriculum access. The primary source of support is one to one teaching within and outside the school timetable and may include:

- Collaborative group work.

- Enhanced opportunities for speaking and listening.

- Effective role models of speaking, reading and writing.

- Additional verbal support-repetition, alternative phrasing, peer support.

- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture.

- Bilingual resources, e.g. on-line support, bilingual pupils, texts, key word lists.

- Writing frames and directed activities related to texts.

- Opportunities for role play.

Pupils receive regular feedback from staff and opportunities are taken to focus on the cultural knowledge, explicit or implicit in texts.

Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs and homework clubs.

Special Educational Needs AND disabilities; Gifted and Talented Pupils

The school recognises that pupils who have EAL may need additional support, however may not necessarily have SEND needs. However, should SEND needs be identified during assessment; EAL pupils will have equal access to school SEND provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

A register of those on the Edgeborough EAL list should be maintained by the SENCo, Mrs Helen Pasley and is recorded on iSAMS.

Staff have regular liaison to discuss EAL pupil's progress, needs and targets.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The school analyses a pupil's EAL achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

Resources on which reading and writing activities may be based are monitored for accessibility.

Displays and resources reflect linguistic and cultural diversity.

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets and computer software.

Assessment materials use images and texts which are appropriate for the pupil.

Parents/guardians and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils who may have EAL, and their families/guardians.

We take account of parents/guardians linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English.

We aim to work closely with members of the wider community to support our EAL pupils.

Staff Development

The school recognises that staff may need to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

Review and Evaluation of Policy

School data will include relevant information on EAL pupils. This will include the needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

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