Highclare School

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Introduction

Highclare School is committed to achieving individual excellence for all of its students. An integral component of this aim is to embrace each child's life experiences and needs and to welcome the diversity every individual brings to the school.

A number of children have particular learning needs and these are provided for in the classroom and in conjunction with the Learning Support Department (Learning Success in the Junior Schools) and the Gifted and Talented provision within the school, across the 3 sites and all Key Stages. For those children whose main language at home is a language other than English and are learning English as an additional language (EAL), Highclare School recognises that these children may have specific linguistic needs.

Aims

- To value the cultural and linguistic experiences that pupils with EAL bring to the school.
- To meet the academic, social and emotional needs of children with English as an additional language.
- To implement strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To enable EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

Assessment/Implementation/Strategies

- The skills and needs of the EAL pupils will be assessed and appropriate provision made throughout the school.
- Pupils may be identified as EAL by parent/pupil disclosure on entering the school, by teaching staff, by assessments, through literacy and vocabulary work, testing, 11+ examinations, teacher observation, pupils being heard read, parents' evenings, communication with parents and completion of personal details for school data (SIMS).
- Pupils' progress will be monitored regularly and will affect individual curriculum provision and planning.
- Resources will be provided to success and monitor pupils with EAL.
- Teachers will recognise the child's mother tongue to boost the child's self esteem: the child has the potential to become a bi-lingual adult.
- Classrooms will value cultural differences and foster a range of individual identities.
- The amount of time taken to become fluent in an additional language will be acknowledged as will the child's strengths.

Teaching and Learning

- Prompt assessments will inform provision and any necessary action.
- Assessments can take place upon registration at the school, at the entrance test, in reading and spelling tests and in literacy work, for example.
- Information from assessments will be passed on to Learning Support / Success and other relevant staff, as will information from parents regarding a child who has EAL.
- Differentiated work, where applicable, for EAL pupils to be shown in lesson plans.
- High expectations-pupils to contribute more than one word answers.
- Appropriate and challenging learning objectives set for EAL pupils.
- Recognise that EAL pupils will need more time to process answers.
- Give newly arrived young children time to absorb English-a 'silent period' often occurs when a child understands more English than they can use.
- Model good examples of English – written and spoken
- Use collaborative learning techniques and a variety of teaching styles.
- Vocabulary work to cover technical as well as the everyday meaning of key words, metaphors and idioms.
- A range of reading materials provided to highlight the different ways English is used.
- Effective opportunities given for talking in the classroom.
- Encourage transference of knowledge and skills of one language to another.
- Older pupils are encouraged to make use of a bilingual dictionary in lessons.

Provision

- All involved teaching EAL pupils will liaise regularly.
- Parents and staff to be aware of the school's EAL policy.
- Relevant information on EAL pupils will be disseminated to staff working with them.
- Pupils with EAL will be added to the EAL Register.
- The Learning Support / Success Co-ordinators (LSCs) will give guidance and support for staff working with pupils with EAL.
- Effective liaison with parents from teachers, LSCs, and other relevant staff will take place regularly.
- External advice and support from other agencies may be used to support EAL pupils.
- Where pupils are taking external examinations, they may be eligible for access arrangements, eg. Use of bilingual dictionary.
- Individual Support Plans (ISP) / Individual Target Plans (ITP) with targets may be compiled for those pupils identified with specific EAL needs.
- ISP/ITPs for EAL pupils to be reviewed regularly.
- EAL Policy to be reviewed annually by the SLT and Learning Support / Success Coordinators.
- If further additional EAL support is required, this can be arranged - the level of provision would need to be agreed in advance and the cost would be charged to parents
- Where appropriate, older pupils may be prepared for an appropriate IGCSE English qualification.

Policies linked with this Policy:

- Policy for Special Educational Needs and Disability, SEND (EYFS)
- Policy for Learning Support

Written by:	Approved by Board	Review Cycle	Most recent Review
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