English as an Additional Language (EAL) Policy

POLICY	PROCEDURE	REFERENCE	FORMS
SSPo7 SEND Policy		Bell Research Foundation	
SSPo11 Inclusion Policy		Naldic.org.uk/	
SSPo9 EQUALITY OF OPPORTUNITIES POLICY and PSED Plan			
SSPo2 Child Protection and Safeguarding Children Policy and Procedure			

About this policy

Definition

This policy is concerned with bilingual learners who have a home language (defined as the first language spoken at home) other than English and who are in the process of learning to use English as an additional language for educational purposes.

Pupils identified as having English as an Additional Language (EAL) remain on the EAL register throughout their time at Langley Hall Arts Academy (the School).

Rationale

Langley Hall Arts Academy seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and pupils to succeed, both academically, socially and emotionally. The School is committed to making appropriate provision for the teaching and learning and the overall well-being/pastoral care of pupils for whom English is an additional language. Everyone is valued highly and the values of honesty, co-operation, sensitivity, tolerance and mutual respect for others are fostered. The School will identify individual pupils' needs, recognise the skills they bring to the School and ensure equality of access to the curriculum and co-curricular activities.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a academy, we are aware that bilingualism is a strength and that EAL pupils have a

valuable contribution to make. We take a whole academy approach, including ethos, curriculum, education against racism and promoting language awareness.

All teachers participate in the teaching of English as well as in the teaching of their own subject area, and thus share responsibility for the language development of EAL pupils. Having a home language other than English is not considered to be a learning difficulty, but the School recognises that a child who has EAL may also have Special Educational Needs and Disabilities (SEND) and have an Education Health Care Plan (EHCP). Lack of English does not equate to a lack of knowledge, skills or understanding.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Admissions

EAL applicants are subject to the same admissions procedures as other applicants. During the course of marking the PIRA and PUMA assessments for entrance criteria, EAL-specific issues that undermine performance are taken into consideration. Borderline interviews may also be given to pupils in this category. Access Arrangements, such as allowing the use of a bi-lingual dictionary, are made as appropriate and in line with JCQ cic regulations. This policy supports the School in meeting its duties under the Equality Act 2010

Roles and Responsibilities

The responsibility for monitoring and promoting the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the Head of Inclusion/SENCO.

It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the pupil, as any responsible parent would act.

The welfare of pupils will be paramount.

Related Policies

This policy is part of a suite of policies which should also be referred to:

• Child Protection and Safeguarding Policy

• Equality of Opportunities Policy

• Inclusion Policy

• Special Needs Policy

Key Principles of Additional Language Acquisition

- EAL pupils are entitled to the full Curriculum programmes of learning and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the academy environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Needs

Educational Needs Assessments

- All EAL pupils are entitled to assessments as required.
- Additional specialist support may be required to visit the academy. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.
- Staff have regular coaching time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that are identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis; they are not confused with any additional SN targets.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.

Special Educational Needs and More Able Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the academy's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to the academy's provision.

Parental and Community Involvement

- Staff strive to encourage parental and community involvement by:
- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.

- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Approval by the Governing body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Approved by Governors: March 2022

Review Period: 3 years

Review by: June 2025