



English as an Additional Language (EAL) Policy

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This Policy applies to all pupils from the EYFS to Year 6.

Introduction

This Policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

At The Cavendish School the teaching and learning, achievements, attitudes and wellbeing of all the children are important. All children are encouraged to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs. Some of our children have particular teaching and learning requirements because they speak English as an Additional Language.

"A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught in, is different from a language (or form of language) which is or has been spoken at home" (Children and Families Act 2014 Section 20.4).

Children with English as an Additional Language come from a wide range of ethnic, economic and linguistic backgrounds and most are literate in their home language as well as in English. As a school, we are aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make. Children with English as an Additional Language have skills and knowledge about language which are similar to those of monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English.

Aims

We aim to ensure that all pupils for whom English is an additional language have access to the full curriculum and the full range of activities on the same basis as all other pupils. We aim to meet the full range of needs of those children for whom English is an Additional Language. This is in line with the Race Relations Act 1976.

Definition of English as an Additional Language (EAL)

The term EAL is used when referring to pupils whose main language at home is a language other than English. This encompasses pupils who are fully bilingual and all those who are at different stages of learning English. EAL pupils may be born in the UK, but in a family where the main language is not solely English. Some children at the Cavendish School have been deliberately brought up as bilingual by their parents, or in fact count English as their first

language whilst being fluent, or semi-fluent in another family language. It is important to be alert to the fact that EAL needs may surface as more competent pupils progress in their education. It is also the case that many EAL pupils will have no language support needs during their time at the School. In such cases EAL is still relevant in terms of supporting and celebrating these pupils' abilities.

Objectives:

- To give all pupils the opportunity to overcome any barriers to learning and assessment
- 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 taking part in all activities
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To identify and make maximum use of the opportunities for modelling fluent English
- To encourage and enable parental support in improving children's attainment

Responsibility for co-ordinating and monitoring EAL

EAL support needs are identified at point of entry into the School or at any point during the child's time here. The Learning Support Co-ordinator has responsibility for co-ordinating provision and monitoring progress of our EAL learners.

Isobel Boyt, Head of EYFS, has a PGCE specialism in multilingual classrooms and nurseries.

For the majority of their time at school, our EAL pupils will be integrated in all the same classes as our native speaking English pupils. All School staff are therefore responsible for helping our EAL children become more fluent in English.

During lessons teachers will:

- Show differentiated work in their planning
- Have high expectation, expect pupils to contribute and give more than single word answers
- EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully
- Recognise that EAL pupils need more time to process answers
- Allow children to use their mother tongue to explore concepts
- Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained)
- Use groups to ensure that EAL children hear good models of English;
- Use collaborative group activities
- Provide a range of reading books that highlight the different ways in which English is used

- Provide phonic software and audio books as appropriate
- Ensure that there are many opportunities for talking to both adults and peers
- Ensure that teaching rooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue and boost the child's self-esteem
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language

EYFS

Children in our EYFS setting have opportunities during the school day to use their home language with other children and staff.

Arrangements for co-ordinating provision

Teachers with a specialist EAL qualification can be provided to teach EAL pupils on an individual basis, or for in class support when required. This is arranged for pupils by the Learning Support Co-ordinator, through consultation with parents and teachers. A programme of support is put in place and reviewed termly. The cost of 1:1 EAL tuition is covered by the parents. The number of lessons offered a week varies for each individual, depending on need.

Special Educational Needs and Able, Gifted and Talented Pupils

The School recognises that most EAL children needing additional support do not have SEN needs. However, should SEN needs be identified; EAL children will have equal access to the school's SEN provision. Equally if EAL pupils are deemed able, gifted and/or talented, they will have the same opportunities as any other able, gifted or talented pupil within the School. EAL pupils are included in the School's Individual Educational Needs Register.

Equal Opportunities

We will provide equal opportunities to all our children, regardless of gender, race, or disability. For more information, please refer to our Equal Opportunities Policy.

It is vital that every member of the School community is valued and that the teaching each child receives should respect and support the child in every way possible.

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 is used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, computer software, etc. Assessment materials use images and texts which are appropriate for all pupils.

Admission Arrangements

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers. The Head discusses the potential EAL needs of new pupils with the Learning Support Co-ordinator and the support is discussed with parents prior to admission.

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 minority ethnic/EAL pupils. This will include 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.

Linked Policies

- Equal Opportunities Policy
- Able, Gifted and Talented Learners Policy
- Learning Difficulties & Disabilities/Special Educational Needs (SEN) Policy
- Teaching and Learning Policy