



**EAL
Policy**

2017

Reviewed:	November 2017
Next Review:	November 2018

English as an Additional Language

Introduction

The term English as an Additional Language (EAL) is used when referring to pupils whom either (i) English was learned after another language or (ii) the main language spoken at home is not English.

A child must not be regarded as having a learning difficulty solely because the “language or (form of language) in which he or she is or will be taught is different from a language or (form of language) which is or has been spoken at home” (section 20(4) of the Children and Families Act 2014). However, pupils for whom English is an additional Language will be provided with appropriate support provided they meet the School’s academic criteria.

This policy sets out the school’s aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims and Objectives

- To welcome and value the cultural, linguistic and education experiences that pupils with EAL bring to 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
- 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 systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils’ self-esteem and confidence by acknowledging and giving status to their skills in their own languages where there are opportunities to do so

Strategies

All pupils will be assessed on their arrival to the School to identify any specific difficulties they might have with working in English and the support they may require. Where the pupil’s level of English is such that it does not affect their understanding or learning, the School will not be required to provide specific additional support; however, the School will monitor the pupil’s progress and such support will be provided should the situation change.

The School, will ensure that EAL pupils are set appropriately and challenging learning objectives

Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required.

The school will ensure that:

- The content and delivery of the curriculum will be tailored to the needs of all the students in the class
- The curriculum will be made accessible through the provision of differentiated materials
- All involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL pupils is available to staff
- Students with high EAL needs will be offered individually tailored EAL lessons that meet the students' needs
- The effectiveness of the teaching of pupils with EAL is monitored and reviewed, and data collection is managed
- Any bullying of which the School becomes aware will be dealt with in accordance with the School's anti-bullying policy

All teaching staff can assist by:

- Be knowledgeable about pupils' abilities and needs in English and other subjects
- Ensure the pupil's name is pronounced correctly and that he is included as much as possible
- Use this knowledge effectively in curriculum planning, classroom teaching and grouping
- Any concerns about the well-being of a pupil with EAL should be referred to the appropriate Form tutor / Key stage coordinator
- If the school reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections in the special educational needs policy.

English as an Additional Language: Guidance Strategies for Mainstream Teachers

Please ensure you use the following strategies:

- **Provide plenty of contextual support**, such as pictures, objects, diagrams, actions, videos, gestures, etc.
- **Identify and teach key words and phrases** and provide opportunities for rehearsal
- **Value and draw on the pupil's previous knowledge, skills and experiences.**
- **Ensure topics, materials and resources are culturally familiar and accessible.**
- **Group the learner with his/her intellectual and social peers and strong English language peer models.**
- **Keep instructions and explanations brief.**
- **Ensure clear layout of worksheets/support materials.**
- **Regularly check the pupil has understood instructions.**

- **Capitalise on bilingual opportunities in the classroom.**
- **Provide plenty of small group collaborative activities** where listening and talking are central to learning.
- **Provide key visuals** to teach and reinforce concepts and support language acquisition: flow charts, tables, diagrams, mind maps.
- **Encourage pupils to use bilingual dictionaries** where appropriate.
- **Provide scaffolding for reading and writing tasks**, e.g. writing frames and information grids.
- **Some specific strategies to develop communication in English**
- **Self-talk:** label and describe what **you** are doing, demonstrating how to communicate about an activity.
- **Parallel talk:** you describe the child's activity as you interact with him/her. The language has meaning for the child because it concerns something he/she is interested in.
- **Repeating:** listen carefully to the child, and then repeat back all or part of what he/she said. This clarifies and serves as an acknowledgement of the child's speech, and encourages the child to continue talking because it shows interest in what they have to say.
- **Restating:** when the child makes a language error, repeat what they have said in a corrected form without drawing attention to the error. You will be modelling standard language in a positive, non-threatening form that facilitates communication.
- **Expanding/extending:** a natural conversational technique in which the adult adds new ideas to the discussion, encouraging children to expand their thinking or to develop new vocabulary.
- **Modelling:** children need to learn new language structures in meaningful contexts many times before they can use them. One way to accomplish this is to model the language by using it in just the way we want them to use it.
- **Open-ended questions:** asking questions which have more than one 'right' answer stimulates more