



EAL POLICY

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Introduction

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 culture. As a school, we are aware that bilingualism is a strength and that EAL pupils have a

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

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.

Statement of Aims

The school is committed to ensuring that all our learners including EAL learners, feel safe and know that they are valued.

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of ethnic minority pupils who are 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.

The Context of the School

At Fearn's we assess our EAL students on entry. They are given support through a EAL passport which identifies their current difficulties and informs staff members on strategies to use to help support them in the classroom. They are assessed each term and staff are notified of their current level of competency in speaking English.

Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Children with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles.
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL.
- The bi/multilingualism of our children and staff enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN.
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate.
- 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 included in planning.
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language.

- The focus and timing of additional support is an integral part of curriculum and lesson planning.
- Although many children 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 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.

Roles and Responsibilities

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Teaching and Learning

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remains appropriately high for EAL learners and is not reduced because the English language demand has been reduced.
- 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.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Specialist EAL support is available for new arrivals from qualified staff who have received appropriate training and support.
- Any withdrawal of EAL learners is for a specific purpose is time based and linked to the work of the mainstream class.
- Class/subject teachers plan collaboratively with EAL support teachers or teaching assistants.

Planning, Monitoring and Evaluation

- Curriculum planning takes account of the needs of EAL learners (e.g. building on their previous experience and considering their religious, cultural and linguistic backgrounds)
- Targets are set for EAL learners in lessons. Whole school targets are also added to their EAL PUPIL PASSPORT for all staff to support and help them work towards.
- Progress is monitored for EAL learners and assessment takes place each term.

Special Educational Needs and Gifted and Talented Pupils

- The school ensures that EAL learners are assessed for any SEN difficulties along with all other groups.
- The school makes sure that any EAL pupils who do have identified SEN needs have equal access to SEN provision.
- The school recognises and supports EAL pupils who are gifted and talented even though they are not fully fluent in English.

Assessment

- Progress in the acquisition of English is assessed and monitored for new arrivals using Lancashire County Councils adaption of - NASEN'S EAL ASSESSMENT KIT.
- Assessment methods across the curriculum do not hold any cultural bias and there is action taken to remove or minimise any that is identified?

Resources

- Bilingual dictionaries, and Talking Pens are available for use in school,
- staff use a range of resources to support EAL learners (differentiated worksheets, bilingual dictionaries, key word lists, audio visual materials, computer software)
- General resources used for reading and writing activities are monitored for grammatical, lexical and cultural accessibility.
- Displays and resources across the school reflect linguistic and cultural diversity.

Admitting New Pupils

The process of admission for EAL new arrivals follows the general admissions policy however, the school makes sure that parents who are not familiar with the English education system understands the school's expectations of pupils and parents, including behaviour and rewards in their induction meeting.

- In the induction meeting it is important that the school learns about pupil's linguistic competencies in different languages, their previous educational experience, special interests, and family and biographical background and home languages.
- This information is passed on to all the staff who will work with that pupil.
- If needed the school will produce a visual timetable for new arrivals.

Parents/Carers and the Wider Community

- The admission process and induction, assessment and support of new arrival pupils and their families/carers is a welcoming experience.
- We ensure that communications with parents and carers families are understood.
- Home-school links are developed and supported by the Local Council.

Staff Development

- The school encourages staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.
- Staff are given a copy of the EAL register along with copies of strategies and advice on how to support EAL learners.

Staff are reminded that they are responsible for the progress and well-being of EAL learners within their classroom.

Review of Policy

This policy will be reviewed yearly by the SENCO and Deputy Head Teacher.

OTHER POLICIES

These are available on the Fearn Community Sport College Website under heading "Policies".