



EAL (English as an Additional Language) Policy

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
20 th March 2014	Jeremy Phelan	Review	Spring 2015
6 th March 2015	Sue Howes	Review	Spring 2016
15 th February 2016	Sue Howes	Review	Spring 2017
3 rd March 2017	Sue Howes	Review	Spring 2018

This policy sets out to support all the aims of the School by ensuring that all pupils are properly cared for in a warm and caring environment and in a position to access the education that the School aims to provide.

Mission Statement

'Duncombe School will educate the whole child, fostering the individual's highest academic, creative, social and recreational standards within a happy, caring and stimulating environment.'

Mission Statement – Treetops

'Our primary purpose is to support children and parents through the early years of education. Treetops offers a carefully managed induction programme to School life and subsequently a broad and challenging education within a caring and secure family environment.'

School Aims and Philosophy

- To educate the whole person (academic, spiritual, moral), promoting respect for Christian values but recognising and respecting beliefs, needs and achievements of others in our multi-cultural society.
- To provide a structured and happy environment where each member of the community is valued and secure and where there is a commitment to encouraging individual development.
- To promote high standards in all areas of life.

- To encourage self discipline, self motivation and self respect through promoting competition against self and objective standards rather than each other.
- To provide each child with a broad and balanced curriculum that encourages children to realise their full capabilities.
- To foster a lively and varied learning environment adopting teaching styles relevant to each child's learning.
- To work in partnership with parents encouraging dialogue in the best interests of their child.

Statement of Aims

Duncombe 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 minority ethnic pupils who are at risk from underachievement. We will identify individual pupil's needs, recognise the skills they bring to School and ensure equality of access to the curriculum. We recognise that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English.

We aim to ensure that all EAL pupils are able to:

- ❖ Use English confidently and competently
- ❖ Use English as a means of learning across the curriculum
- ❖ Where appropriate, make use of their knowledge of other languages

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- EAL children may need more time to process answers, teachers will allow for that.
- Newly arrived children are given time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their confidence is maintained).
- 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 planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs.
- 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.

Teaching and Learning

Planning and Differentiation:

The School will provide a system for staff to share planning with support staff. Plans will provide differentiated opportunities matched to individual EAL pupils' needs.

Literacy and Numeracy:

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work.
- Enhanced opportunities for speaking and listening.
- Effective role models of speaking, reading and writing.
- Additional verbal support, e.g. repetition, alternative phrasing, peer support.
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Opportunities for role play when appropriate.
- Pupils receive regular feedback from staff identifying the child's strengths and acknowledging the time it takes to become more fluent in English.
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts.
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate.
- Where possible, learning progression moves from concrete to abstract.
- If appropriate, a pupil's language development may be supported by the Learning Support Department.
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, School clubs, homework clubs, etc.

Planning, Monitoring and Evaluation

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

Staff regularly observe, assess and record information about pupils' developing use of language. The Head of Learning Support maintains a register of children with EAL.

Whilst account is taken of EAL development, the School aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Where appropriate the School would call upon outside agencies for advice and support.

Special Educational Needs and Very Able Pupils

The School recognises that most EAL pupils needing additional support do not have SEND (Special Educational Needs and Disability). However, should SEND needs be identified during assessment, EAL pupils will have equal access to School SEND provision.

Similarly, the School recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

Staff have regular liaison to discuss pupil progress, needs and targets.

The School will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

The School analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity.

A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, taped materials, computer software, etc.

Assessment materials use images and texts which are appropriate for all pupils.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-School links.

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.

This policy will be reviewed annually by the Head of Learning Support

Other Associated Policies & Procedures:

- Admissions Policy
- Antibullying Policy
- Curriculum Policy
- Curriculum Volunteer Guidance & Agreement
- E-Safety Policy
- Equality & Diversity Policy
- Gifted, Talented & More Able Pupils Policy
- Homework Policy
- Learning Outside the Classroom – Trips & Visits
- Library Policy
- Literacy Policy

- Marking & Feedback Policy
- Mathematics Policy
- Safeguarding Policy inc. Child Protection
- School Behaviour Policy inc. Reward & Sanctions
- Special Educational Needs Policy
- Teaching & Learning Policy

SAFEGUARDING STATEMENT

Duncombe School is committed to maintaining a safe and secure environment for all pupils and a culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding Policy'.