

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

1. Statement of Aims

Our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority.

The school aims to make appropriate provision of teaching and resources for pupils for whom English is an additional language and for ensuring EAL children are able to achieve their full potential.

The school will identify individual pupil needs when language difficulties create problems, recognise the skills they bring to school and ensure equality of access to the curriculum.

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

2 The Context of the School

We are an Independent Day School, catering for children aged 11-18. We have a strong academic tradition, not suitable for pupils of below average ability. Pupils are usually proficient in spoken and written English upon entry.

3 Key Principles for Additional Language Acquisition

- 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
- Teachers have a crucial role in modelling uses of language
- Any additional support time should be seen as an integral part of curriculum and lesson planning
- All pupils have entitlement to the School's full curriculum
- A distinction is made between EAL and Special Educational Needs
- All languages, dialects, accents and cultures are equally valued

TEACHING AND LEARNING

4 Planning and Differentiation: Should be modified as appropriate.

5 Strategies

Staff should use some of the following support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models for speaking, reading and writing
- Additional verbal support – repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc
- Writing frames
- Opportunities for role play
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract where necessary

Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs etc.

6 Planning, Monitoring and Evaluation

Information is gathered centrally about the pupils' linguistic background and competence in other languages.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils, when appropriate to need.

7 Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented.

8 Assessment and Record Keeping

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.

The school will analyse EAL/Minority Ethnic pupil achievement to determine if progress is commensurate with ability.

9 Resources

Resources for reading and writing activities may be modified in light of additional support recommendations.

Displays and resources may reflect cultural diversity

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

10 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 aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English

11 Review and Evaluation of Policy

School data will be updated to include relevant information on minority ethnic/EAL pupils, including achievement and progress. The evaluation process will enable consideration to be given for the future development of provision.