

PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY



To be read in tandem with the Special Educational Need and Disability Policy

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. The vast majority of pupils at Birchfield School do not fall into this category, although historically a few children have. This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils and applies to all children including those in the EYFS.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to Birchfield 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.

Objectives

- 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 pupil progress systematically and use data in decisions about classroom management and curriculum planning.
- To maintain pupil self esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

School/Class Ethos

- Recognise the child's first language; boost the child's self-esteem. Remember they have the potential to become a bilingual adult.
- Ensure classrooms provide an inclusive atmosphere, both socially and intellectually, where culture and difference are valued and individual identities are fostered.
- Identify the pupil's strengths
- Acknowledge the time it takes to become fluent in an additional language, with good command of the range of language needed for academic success.

Teaching and Learning

- Assess the pupil's competence in English in relation to the School's and national standards.
- Show differentiated work for EAL pupils in planning

- Have high expectations; expect pupils to contribute and give you more than one-word answers.
- Monitor progress carefully and ensure EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their first language to explore concepts
- Give young children time to absorb English.
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques.

Responsibilities

Admissions Manager and Headmistress

To obtain, collate and distribute to appropriate members of staff information on new pupils with EAL this should include:

- Language(s) spoken at home.
- Information on the level of English used/ studied
- Details of curriculum from previous school

Head of Prep and Head of Senior School

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Relevant information on pupils with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for pupils learning EAL are set and met
- Recognised EAL schemes of work and methods of assessment are used
- Suitable selection of examination material to assess conceptual understanding as well as language competence
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed
- To ensure that the pupil is integrated into the normal school timetable as much as possible. It may be necessary for the Assistant Head in conjunction with the French Coordinator to consider additional help regarding foreign languages, and if appropriate to remove the pupil from these lessons and provide an appropriate alternative.

Head of English (Prep and Senior School)

- Oversee initial assessment of pupil's standards of English in liaison with the English Teacher and Form Tutor
- Monitor standards of teaching and learning of pupils with EAL
- Report to the Academic Deputy on the effectiveness of the above and progress of the pupil

SENDCo/Learning Enhancement Department

- Complete an initial assessment of the pupils' standards of English during a trial day

- Give guidance and support in using the assessment to set targets and plan appropriate work
- Create a programme of support required by the pupils with EAL
- Review support programme regularly to evaluate continuing EAL needs
- Provide additional support to the pupils with EAL which may include reader and/or scribe support as well as oral work in the mother tongue where possible.

Class/Subject Teachers

- Be knowledgeable about the pupil's abilities and needs in English and other subjects
- Use the knowledge effectively in curriculum planning, classroom teaching and pupils grouping.

Early Years' Children

For pupils who have also English as an additional language, reasonable steps will be taken to provide opportunities for them to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and to reach a good standard in English language. Any areas of difficulty may be identified via ongoing assessment or adult intervention in class.