



ENGLISH AS AN ADDITIONAL LANGUAGE (E.A.L) POLICY

1. INTRODUCTION

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school.

Throughout this policy, and in other related policies and documents, these pupils are referred to as “E.A.L. pupils.”

2. AIMS

- To be proactive in removing barriers that stand in the way of our E.A.L. pupils learning and success.
- To meet our responsibilities to our E.A.L. pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide our E.A.L. pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

3. SCHOOL OBJECTIVES

- To ensure that all our E.A.L. pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our E.A.L. pupils attain curriculum levels and public examination grades appropriate to their abilities.
- To seek and make use of appropriate advice, guidance, support and training.
- To monitor the progress of our E.A.L. pupils’ acquisition of English, of their general achievement and of their attainment in public examination/end of Key Stage assessments.

4. PUPIL OBJECTIVES

- To give E.A.L. pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give E.A.L. pupils the knowledge and skills to use English to understand and produce written texts.
- To give E.A.L. pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

5. UNDERLYING PRINCIPLES

- Our E.A.L. pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.
- E.A.L. pupils 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.



- We planned, mainstream lessons in appropriately organized mainstream classrooms provide the best environment for acquisition of English by E.A.L. pupils.
- The multilingualism of our E.A.L. pupils enrich our school and our community.
- Having a home language other than English is not a “learning difficulty”. E.A.L. pupils are placed on learning Support registers.

6. ROLES AND RESPONSIBILITIES

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our E.A.L. pupils’ learning and success.

The Intervention Team are the members of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school’s work.

7. RESPONSIBILITIES INCLUDE:

- Being informed by staff of the identification of any E.A.L. pupils.
- Bringing the presence and needs of current E.A.L. pupils to the attention of colleagues.
- Responding to requests for information about E.A.L. pupils.
- Ensuring that E.A.L pupils are integrated into mainstream classes and have full access to the curriculum.
- Maintaining an E.A.L. register.

8. PLACEMENT IN TEACHING/CLASSES

We recognize that E.A.L pupils, who may be new to English and the country, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced.

9. E.A.L. PUPILS:

- Have access to the whole curriculum
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models.
- Are placed in as high a set as possible i.e. with their intellectual/academic equals.
- Are not automatically placed with Learning Support pupils.
- Are not subjected to standardized reading tests in order to place them in teaching groups.

The placement of E.A.L pupils in a lower year group might be considered but we will only do this after careful consideration and negotiation with parents.

10. TEACHING AND LEARNING

We will:

- Plan for and provide appropriate stimuli for language development
- Encourage E.A.L. pupils to use English by generating opportunities for active participation in lessons.



- Consider our own language use and provide suitable contextual clues for E.A.L. pupils.
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our E.A.L. pupils are familiar with.
- Plan for and provide specific time for pupils with E.A.L. needs.
- Be aware that an E.A.L. pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum related opportunities to develop listening speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum specific, language models for E.A.L. pupils. E.g. writing frame.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc.) genre features and characteristics (narrative, reports, etc.)
- Promote language and study skills and attitudes that enable E.A.L. pupils to become independent learners.
- Encourage parents/careers participation in E.A.L. pupil's learning.

11. E. A. L. ASSESSMENT RECORD KEEPING AND INFORMATION TRANSFER

- The school identifies E.A.L. pupils on the SEND register.
- All relevant information is disseminated to teaching staff or to other schools.

Policy established and agreed:	April 2011
Policy review cycle:	Every 2 years
Policy reviewed:	March 2020
Date of next review:	Lent 2022
Member of staff responsible for the policy	Mrs Elizabeth Odepe (DHT)