

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY



Introduction

St Hugh's is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. The school will identify individual pupils' needs at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the whole curriculum.

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

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

Only a very small percentage of our intake has particular learning requirements (less than 2% at present), which are linked to their progress in learning English as an additional language. Most recently, we have had two pupils from Spain who have come with good spoken English skills and one pupil from Germany, whose parents have been relocated to this country. In all cases appropriate provision is made through the Learning Support department, following an assessment of the individual's learning needs. Where appropriate an IEP (Individual Education Plan) is written to set out the provision.

Aims and objectives

Our curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

Teaching and learning style

In our school, teachers take action to help children who are learning English as an additional language through developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

We ensure access to the curriculum and to assess by:

- differentiating using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

Curriculum access

All children in our school follow the curricular requirements of the National Curriculum. Children with English as an additional language do not produce separate work.

We do not withdraw children from lessons to receive EAL support. The class teacher, SENCO and/or classroom assistant supports the individual child. A 'buddy' system with a senior boy is also used in our approach to provide support where necessary.

In our school we help children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home languages as well as English.

Reviewed: September 2011

Review date: September 2012