

English as an additional language (EAL) Policy

This policy is applicable to all pupils, including those in the EYFS.

1. Introduction

St Hugh's ('the School') is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language (EAL). The School recognises that these pupils are likely to have skills and knowledge which is similar to English speaking children and that their ability to participate in the full curriculum may be in advance of their communication skills in English.

Only a very small percentage of our intake has particular learning requirements which are linked to their progress in learning English as an additional language. Provision is made initially through the Learning Support department, following an assessment of the individual's learning needs.

2. Definition

The term **EAL** is used when referring to pupils whose main language at home is a language other than English. This term refers to pupils who will continue to attend English speaking schools, rather than those learning to speak English as a foreign language for which the term **EFL** is used instead.

3. Aims and objectives

- To give EAL pupils the opportunity to overcome any barriers to learning and assessment.
- To give all pupils the opportunity to develop the knowledge, understanding, skills and attitudes which are necessary for their self-fulfilment.
- To welcome the skills and cultural knowledge which EAL pupils bring to the School.
- To plan whole school strategies to ensure that EAL pupils are supported in taking part in all activities.
- To enable EAL pupils to use English confidently and competently.
- To make EAL pupils feel supported whilst they are learning English and to have the confidence to participate in academic, sporting and social activities.
- To work with parents to ensure a strong home-school partnership and to enable parents to make an active contribution towards the education of their child.
- To enable all staff to take responsibility for recognising and addressing the individual needs of pupils with EAL to ensure compliance with the Equality Act 2010.

4. Admissions Arrangements

The School aims to assess a child's EAL needs prior to entry, so that there are no barriers in the admissions process. This initial assessment is used to help the School to plan the support which will be required and to discuss this with parents accordingly.

5. Provisions Made

Once at the School, the pupil will be seen by a member of the learning support department who will evaluate, in conjunction with the class or English teacher, how the child can best be supported according to their age and EAL needs. Where appropriate, an IEP (Individual Education Plan) is written to set out the provision. IEPs are formally reviewed twice yearly in February/March and June. Provision may take the form of differentiated work and activities, booster groups and individual tuition.

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 and electronic dictionaries or translation facilities such as Google Translate.
- Using the home or first language where appropriate.
- Provision of mother tongue-English dictionaries both in class and for exams.
- Providing 25% extra time for children in exams if they have been learning in the English medium for less than 2 years, as per the ISEB guidelines.

6. Language Development

In our school, teachers take action to help EAL children to increase their acquisition of 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.

7. SEND

We recognise that there is a clear difference between pupils with EAL and those who have Special Educational needs. Whilst most pupils with EAL will not have SEN, there may be some who do and staff need to remain alert to this possibility. Our screening procedures offer many non-verbal opportunities for pupils with EAL to be assessed and we endeavour to ensure that any specific difficulties are uncovered as early as possible and the pupil is given the appropriate support accordingly.

8. 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.

9. Staff Development

The School recognises that staff may need to undertake professional development to ensure that the provision for EAL pupils is being appropriately met and addressed.

Reviewed: May 2018

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