English as an Additional Language (EAL)Policy

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POLICY ON CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the 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 pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

School/ Class Ethos

- Recognise the child's mother tongue; boost the learner's self-esteem. Remember he/she has the potential to develop their understanding of key words in the mother tongue.
- Learning environments need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify the pupils strengths
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.

Teaching and Learning

- Assess the pupil's competence in literacy reading, writing, speaking and listening and comprehension in relation to the Kestrel House Nest to Flight Curriculum and its intent.
- Show that there is an inclusive approach to learning about other ethnicities and cultures.
- Have high expectations; expect learners to contribute and give you more than one word answers.
- Monitor progress carefully and ensure that EAL learners are set appropriate and challenging learning objectives which support them in meeting their EHCP outcomes.
- Recognise that EAL pupils need more time to process answers.
- Use collaborative learning techniques.

Responsibilities:

Deputy Head Teacher

To obtain, collate and distribute information on new pupils with EAL. This includes:

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

Head Teacher

To ensure that:

- All involved in teaching EAL learners have an opportunity to learn and celebrate their cultures with their peers.
- Parents and staff are aware of the school's policy on learners with EAL
- Relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing EAL learners is available to staff.
- The effectiveness of the teaching of learners with EAL is monitored and date is collection is managed.

Well-being Team

- Will meet with families to gather information about the developmental history of the child.
- Collaborate with class community leads to gain information about cultural observances.
- Give guidance and support in using the assessment to set targets and plan appropriate work including supporting with Medium Term Plans.
- Provide advice to teachers and support staff on classroom strategies.
- Liaise with the Local Authority where necessary in particular around EHCP amendments.
- Liaise with parents/carers.
- Support each learner's language development with appropriate communication tools such as PECs and Makaton.
- Share successes and areas for foci in relation to their progress.

Class Community Leads

- Be knowledgeable about learners' abilities and needs in all areas of the curriculum.
- Use this knowledge effectively in curriculum planning, classroom teaching and 1:1 teaching and learning.