EAL Policy

The Beech House School

Approved by:	Camilla McInnes
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EAL Policy

The Beech House School currently has no pupils with English as an additional language, but have had some pupils who are bilingual and have spoken another language.

1. ROLES AND RESPONSIBILITIES

1.1 The responsibility for the implementation of this policy and provision rests with the Head Teacher. On an operational basis, the management, responsibility, and evaluation of this policy is undertaken by the Assistant Head.

1.2 It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the pupil, as any responsible parent would act.

1.3 The welfare of pupils will be paramount.

2. SUGGESTED AUDIENCE

All staff

3. RELATED POLICIES

This policy is part of a suite of policies which should also be referred to:

- Safeguarding Policy
- Complaints Policy
- Equal Opportunities Policy
- Health and Safety Policy
- SEND Policy

4. KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION

4.1 All pupils need to feel safe, accepted and valued to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background.

4.2 EAL pupils are entitled to the full Curriculum programmes of learning and teachers have a responsibility for teaching English as well as other subject content.

4.3 Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

4.4 Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.

4.5 Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years.

4.6 Language develops best when used in purposeful contexts across the curriculum.

4.7 The language demands of learning tasks need to be identified and included in planning.

4.8 Teaching and support staff play a crucial role in modelling uses of language.

4.9 Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

4.10 A clear distinction should be made between EAL and Special Needs

5. EDUCATIONAL NEEDS ASSESSMENTS

5.1 All EAL pupils are entitled to assessments as required.

5.2 Additional specialist support may be required at the school. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.

6. PLANNING, MONITORING AND EVALUATION

6.1 Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis; they are not confused with any additional learning targets.

6.2 Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

6.3 Staff regularly observe, assess and record information about pupils' developing use of language.

6.4 When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

7. TEACHING STRATEGIES

7.1 Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.

7.2 Key language features of each curriculum area, e.g., key vocabulary, uses of language, forms of text, are identified.

7.3 Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.

7.4 Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.

7.5 Additional verbal support is provided, e.g. repetition, modelling, peer support.

7.6 Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

7.7 Where possible, learning progression moves from the concrete to the abstract.

7.8 Discussion is provided before, during and after reading and writing activities.

7.9 Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

8. SPECIAL EDUCATIONAL NEEDS

8.1 Most EAL pupils needing additional support do not have SEN.

9. COMMUNITY INVOLVEMENT

9.1 Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.

9.2 Celebrating and acknowledging the achievements of EAL pupils in the wider community.

9.3 Recognising and encouraging the use of first language.