

# English as Additional Language Policy – Whole School

## Embleton View

For the purpose of this document, '*students*' refers to all children at Embleton View. However, we refer to primary age children as '*pupils*', and secondary age children as '*students*'.

### Introduction

Embleton View welcomes students from all over the world. Our school is committed to making appropriate provision of teaching and resources for students for whom English is an additional language. The school will identify an individual student's needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

Embleton View aims to ensure that all EAL students are able to:

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

In our school the teaching and learning, achievements, attitudes and well-being of all our students are important. We encourage all our students to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. The backgrounds of students at the Embleton View mean that the needs of its EAL students are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrase in speaking, writing and grammar. Our school will make provision for a student who has English as an additional language, (EAL) in our assessment procedures. Students for whom English is an additional language (EAL) will be provided with appropriate support. They will be evaluated to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at the Embleton View.

### Aims and objectives

The National Curriculum secures entitlement for all students 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 students who are learning English as an additional language. This is in line with the requirements of the Race Relations Act.

We aim to raise the attainment of students with English as an Additional Language by:

- Assessing students' English ability and giving students with EAL access to the curriculum as quickly as possible
- Providing students with EAL opportunities to hear and read good models of English and extend their knowledge and use of English
- Providing additional in-session and withdrawal support to these students where appropriate
- Developing an understanding, and valuing, of students' home languages
- Using visual and auditory resources, where appropriate
- Where appropriate, making use of their knowledge of other languages.

### Definition of EAL/BL/AL

A child is deemed to have English as an additional language (EAL) if the main language of their home environment is not English and they require support with their English in order to access the whole curriculum. Student may arrive from other countries where their schooling has not been in English and, therefore, their knowledge of English is minimal or non-existent. On occasion, their schooling may have been in English, but the main home language is not English, and there are discrepancies in their knowledge of English vocabulary and grammar.

Some students are exposed to other languages in their home environment and may have a great knowledge of those languages and a high degree of fluency. However, if they are also growing up in an environment in which English plays a principal role, and their education has taken place in English, their ability to access the curriculum fully in English is not jeopardised, they are not generally identified as needing EAL support. We consider these students to be bilingual (or sometimes multilingual) and, we classify them as BL.

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We also maintain a record of student who have an additional language at home, which may be inferior to their English, but which is nonetheless significant in terms of their cultural and linguistic heritage. We acknowledge that the presence of additional languages spoken by parents in the home environment, may subtly affect the student's acquisition of English, even if the additional language is not their first.

### **Approach to EAL Provision**

We recognise that students' linguistic needs vary according to their age. Moreover, as they progress through the school and acquire greater knowledge of English, they may no longer require EAL support. We tailor our provision according to their age and needs.

We acknowledge that students who have acquired a high level of English fluency in both speaking and writing, but who do not speak English in the home environment may continue to have subtle and specific problems related to some of the advanced literacy tasks they are required to perform. We recognise that the continued development of the home language is essential to both the child's general linguistic development and advancement in literacy. Therefore, we encourage families to support the development of the home language outside school.

At Embleton View teaching and learning, achievements, attitudes and well-being of all our student are important. Some of our students may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. All students in our school follow the curricular requirements based on the National Curriculum. Students with English as an additional language do not produce separate work. We do not usually withdraw students from sessions to receive EAL support. Learning Coaches (LC) work in partnership with Learning & Development Coordinators (LDCs) and Learning Facilitators (LFs) classrooms. This involves supporting an individual student or small groups of students.

### **Assessment of EAL Need**

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for students who are learning English as an additional language. Parents are asked to inform the school of any language needs their child may have on entry to school. In addition to this, their LDCs/LFs, liaising with colleagues and working alongside students, should be able to identify and assess students with EAL in order to target them for support. This can be done using a variety of data, including:

- English and Maths tests
- GL (or equivalent) age standardised assessments
- Foundation stage profile
- Teacher assessment
- Reading tests
- Spelling tests
- Phonics screening
- Individual student targets
- ICT based tracking systems
- Consultation with parents
- Attendance and behaviour monitoring
- EHCP

Once the pupils have been identified and assessed, the class teacher will work with colleagues to develop a Learning Plan for that child.

Respect for other cultures and languages:

- All languages, dialects, accents and cultures are equally valued.
- There is an awareness of the importance of students' home language.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in the home language enhances subsequent acquisition of EAL.

### **Teaching Strategies and Access to the Curriculum**

In our school, LDCs/LFs take action to help students who are learning English as an additional language by various means, including developing their spoken and written English.

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We ensure access to the curriculum and to assessment by:

- modelling uses of language
- providing additional verbal support
- providing additional visual support e.g. posters, objects, use of gesture etc
- providing in class support for individuals and small groups
- using accessible texts and materials that suit students' ages and levels of learning
- providing support through ICT, media materials, dictionaries
- purchasing appropriate resources, including those which reflect different ethnicities in their language, visual images and content
- 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
- using the home or first language where appropriate or possible
- explaining how speaking and writing in English are structured for different purposes across a range of subjects
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- 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
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- providing a range of reading materials that highlight the different ways in which English is used
- encouraging children to transfer their knowledge, skills and understanding of one language to another
- providing advice and training for staff members
- welcoming parents/carers into school
- communicating with and involving parents/carers in their student's learning
- endeavouring to provide school information in the language of the parent's choice, if requested
- Multi-cultural understanding is implicit in our school ethos.

**Effective EAL support** will be evidenced by:

- High standards of EAL training and curriculum content for EAL students
- Good leadership and management of EAL
- Students with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of students at the early stage of language learning
- Where appropriate, new EAL learners are paired with both a member of staff who speaks their mother tongue (to help them feel comfortable) and a classmate (to help them integrate into the school)
- Support takes account of students at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson
- The offered curriculum is relevant and sensitive
- The SMT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic students
- Good links with parents.

**Legal Status:** Complies with The Education (Independent School Standards) (England) Regulations currently in force.

**Applies to:**

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours
- All staff (teaching, support and admin staff), students on placement, the Proprietors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

**Availability**

- This policy is made available to parents, staff and students as a hardcopy upon request from the school office.




**Monitoring and Review:**

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This policy will be subject to continuous monitoring, refinement and audit by the Headteacher. The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Related documents:**

- SEND Policy
- Inclusion Policy and Statement
- Curriculum Policies
- Accessibility Plan
- Single Equalities Policy

		
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