

English as Additional Language Policy

Embleton View

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 student 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 have 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 student 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:

- Evaluating 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.

Embleton View is committed to safeguarding and promoting the welfare of student and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

- 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. In

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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.

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

Approach to EAL Provision

We recognise that student's 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.

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Some of our students may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Student who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking student. 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) class rooms. This involves supporting an individual student or small groups of students.

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Assessment of EAL Need

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for student 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
- Foundation stage profile
- Teacher assessment
- Reading tests
- Spelling tests
- Individual student targets
- ICT based tracking systems
- Consultation with parents
- Attendance and behaviour monitoring
- EHCP

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.

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Teaching Strategies and Access to the Curriculum

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

We ensure access to the curriculum and to assessment by:

- modelling uses of language
- providing additional verbal support
- providing additional visual support eg: posters, objects, use of gesture etc
- providing in class support for individuals and small groups
- using accessible texts and materials that suit student's ages and levels of learning
- providing support through ICT, media materials, dictionaries
- 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

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- We welcome parents/carers into school.
- We communicate with, and involve parents/carers in, their student's learning.
- Multi-cultural understanding is implicit in our school ethos.

Effective EAL support:

- Students with EAL are supported so they can reach their potential.
- Where possible, new EAL learners are helped by a member of staff who speaks their mother tongue.
- Support takes account of students at later stages of language learning by facilitating their development of literacy across the curriculum.

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