

English as an Additional Language (EAL) Policy

1. Introduction

The guiding principles and objectives of the School's EAL Policy are to ensure that the aims of the Mission Statement are secured for all pupils. We recognise that all pupils with English as an additional language will have differing degrees of difficulty with English at some time in their school career and that provision for this need is on a continuum. We regard the pupils' self-esteem to be of vital importance to their learning and intend that pupils should not feel stigmatised by the fact that they do not have English as their first language. Teachers aim to ensure that all pupils for whom English is an additional language have the chance to achieve their maximum potential.

The provision for the welfare of students who have English as an Additional Language would be integrated fully into the School's pastoral support system.

Aims:

- To ensure that the language and learning needs of individual pupils are clearly identified and provided for.
- To enable pupils to gain full access to the Curriculum and develop strategies to overcome any obstacles that might prevent pupils from achieving their full potential.
- To raise achievement of pupils who have English as an Additional Language through a clear system of targeting, tracking and monitoring individual progress.
- To recognise and value the home language of bilingual children and plan for activities which allow opportunities for using first language in the classroom (ie. through the sharing of books, greetings, songs, etc).

2. The role of the EAL Co-ordinator

Grangewood Independent School designated EAL Co-ordinator is Mrs N. Patel.

The duties of the EAL Co-ordinator fall into two categories:

- (1) Training and support of staff in meeting the individual's need with regard to curriculum;
- (2) Liaising as necessary with all concerned.

The duties are set out as follows: -

- Supporting the Class Teacher in the assessment of students' level of language on arrival
- Supporting the Class Teacher in differentiated class planning appropriate to their language level, where possible
- Ensuring Staff have an understanding of EAL students' needs
- Liaising with parents when necessary and when appropriate

3. Identification assessment and review

We aim to assess a pupil's language level as soon as possible to determine the present level of competence, and then provide a programme that will help to develop the student's language proficiency. When a new student arrives, tests are carried out to ascertain the student's level of proficiency in the four skill areas of reading, writing, listening and speaking (as appropriate with reference to the student's age, previous

experience, cultural background). The results of the initial informal tests are made known to all teachers so that they are aware of any difficulties the student may encounter.

If, at any stage, it becomes apparent that a student requires additional EAL input, every effort will be taken to ensure that this need is met by offering other forms of support. A key will be to encourage the student to talk/write in a relaxed environment one to one. We will liaise with parents to use past experiences to help build relationships and point of contact with the students.

Progress is monitored both informally and formally by the EAL coordinator, and other teachers.

4. Gifted and Talented (Most-Able) pupils

We recognise that students for whom English is an additional language may well be both gifted and talented, if it is found that a student's lack of English is prohibiting her/him from progressing to the best of their ability, additional EAL lessons can be provided to address the problem.

5. Curriculum

Grangewood has a responsibility to ensure that each child has access to a broad and balanced curriculum and teachers have a responsibility to provide effective learning opportunities for all pupils by providing relevant and appropriately challenging work.

Teachers are expected to:

- Set suitable learning challenges
- Respond to pupils' language needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

Our small classes and highly differentiated lessons mean that the need to withdraw pupils for EAL tuition is minimal; however, if deemed necessary, pupils will be withdrawn from English and Modern Foreign Language lessons. With the desire being that, all students should be taught within integrated groups, wherever possible.

Grangewood's cross-curricular ICT and Computing resources further support the acquisition of key vocabulary, as well as knowledge and understanding for students with English as an Additional Language.

6. Integration

Grangewood endeavours to ensure that all pupils are fully integrated into the life of the school where safety permits.

7. Monitoring and review

The EAL Co-ordinator monitors the movement of children within the EAL system in school.

Grangewood EAL Policy

The EAL Co-ordinator provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The EAL Co-ordinator is involved in supporting teachers involved in drawing up Individual Provision Maps for children.

The EAL Co-ordinator and the Headteacher review the work of the school in this area.

The EAL Co-ordinator and the named governor with responsibility for special needs will hold termly meetings.

Although EAL is not a SEN category, the named governor with responsibility for special needs reports the outcome of the termly reviews to the full governing body.

The governing body reviews this policy annually and considers any amendments in the light of review findings presented in the Headteacher's annual report.

Signed:

Date:

Next review date:

February 2020