



English as an Additional Language (EAL) Policy 2017-2018

This policy should be read with the following policies;

- Equality Act 2010
- Equality Policy
- Disability and Special Educational Needs Policy
- SEND Code of Practice (June 2014)

Agreed by:	
Review date:	
Previous review date	

This policy is a statement of Buile Hill Visual Arts College aims and strategies to ensure that all EAL pupils fulfil their true potential.

Introduction/Mission statement

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum and education against racism through Cultural Diversity Days. (Refer to school Equalities Policy)

Aims of the EAL Policy

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL); therefore raising pupil achievement and aspirations.

1. Equality

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

2. Diversity

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

3. Belonging and Cohesion

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Objectives of the EAL Policy

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.

The Context of Buile Hill Visual Arts College

At our school, there are approximately 25 languages spoken in the family home (not including dialects).

On entry to the school, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience

- Pupils' family and biographical background
- Pupils' are assessed within two weeks of entry

A member of the SLT is nominated to have responsibility for EAL.

Key Principles of additional language acquisition

EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.

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.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.

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.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

Our 4 Stage Model for Language Acquisition

1. New to English (Beginners)

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

2. Developing Competence (Intermediate)

A child may;

- Participate in learning activities with increasing independence. Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English. A child at this stage requires support to access the curriculum fully.

3. Competent (Advanced)

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure. A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

4. Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

Assessment

All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival to Buile Hill.

Progress in the acquisition of English is regularly assessed and monitored.

Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.

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

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

Interventions are set and evaluated regularly.

Language plans are set and assessed when necessary.

Teaching Strategies and Pedagogical Approaches

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists, writing frames, directed activities related to texts, etc.
- Feedback from staff
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, small intervention groups, school clubs, homework clubs, etc.

Personalisation of Learning to Meet an Individual Pupil's Needs

The EAL teaching at Buile Hill Visual Arts College focuses on individual pupil's needs and abilities.

Interventions:

The EAL Lead takes groups of EAL children/Individuals for various interventions:

- Survival English: an intensive 7 day English language acquisition course
- EAL Grammar groups

The EAL Lead also refers EAL students to EMTAS for additional support. Following this support, the EAL Lead delivers post EMTAS interventions for more advanced students.

The EAL Lead provides pastoral support to EAL students in an EAL form. This provision prepares the students for attending a mainstream form, and mainstream lessons.

EMTAS support for EAL students who are referred to the service.

Materials

Our school provides appropriate materials such as dictionaries, worksheets, textbooks, visuals and key word lists. Displays and resources reflect linguistic and cultural diversity.

EAL with Disabilities and/or, Special Educational Needs and those who are Gifted and/or Talented

We recognise that intelligence is not measured in the ability to speak English fluently.

Should Special Educational Needs be identified, EAL pupils have equal access to school's SEND provision.

EAL pupils identified as Gifted and Talented have equal access to school's provision. (See SEND and Gifted and Talented Policies)

Parental/Community Involvement

At Buile Hill we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school.
- Celebrate and acknowledge the achievements of EAL pupils.
- Recognise and encouraging the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.

Adopted by Governors on _____

Signed by Chair of Governors _____

Date _____ Review Date _____