



EAL Policy

Review Period:	Annually
Date Policy Last Reviewed:	January 2018
Date of Governor Approval:	April 2018
Date for Review:	January 2019

The Academy St Nicholas is committed to inclusive learning. It is the right of every student, including those with English as an additional language, to learn and experience high quality teaching. It is through learning that our students will be empowered to achieve and lead successful, fulfilled lives. Our aim is to grow successful confident individuals capable of leading successful lives by valuing life-long learning.

E.A.L. Policy Framework

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THIS IS A WORKING DOCUMENT AND AS SUCH IS UNDER CONSTANT REVIEW. IT SHOULD BE READ WITHIN THE CONTEXT OF THE SCHOOL'S INCLUSION POLICY AND ALONGSIDE:

New Arrivals Excellence Programme: Guidance (Ref 00650-2007BKT-EN)

A Language in Common – the assessment of English as an additional language (QCA /00/584)

Values and Principles of the School EAL Policy

The Academy aims to ensure that the full potential of each bilingual child is reached by promoting a true equality of opportunity which will permeate both teaching and learning to meet the needs of individual students whatever their cultural, racial or linguistic background.

At the academy we recognise that children who are learning English as an additional language have skills and knowledge about language similar to monolingual English – speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. As a result children will be placed in sets according to academic ability rather than language ability.

Key Principles for Additional Language Acquisition

Provide a safe and secure learning environment.

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

Effective use of language is crucial to the teaching and learning of every subject.

The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

Teachers have a crucial role in modelling uses of language.

The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.

All students have entitlement to the National Curriculum.

A distinction is made between EAL and Special Educational Needs.






Language is central to our identity. Therefore, teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills.

Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

All languages, dialects, accents and cultures are equally valued.

Identification of EAL Students

EAL students, including those students in need of support, are identified from:

-  Initial admission interview with students and their carers
-  Ethnic monitoring conducted by the school on admission
-  Information from other primary or secondary schools
-  Advice from EMTAS
-  Opportunity to buy in support from EMTAS

A practical approach

1. Involve Heads of Year-new arrivals to School
2. New intake. Admission form EAL:

Language at home.

Length of time in UK

Literate in first language

Assessment - any involvement

Previous schooling

3. On Induction Day (July) liaise with Year 7 Progress Team. See and meet students on the induction day.

Teaching and Learning Styles

The Academy recognises the need for all staff to be aware of effective EAL pedagogy. Departmental Heads will audit both planning and teaching in relation to minority ethnic achievement. There will be evidence of:

- Communicating high expectations to minority ethnic group students;
- Raising the achievement of minority ethnic groups by developing innovative and challenging teaching which is responsive to their cultural and linguistic needs;
- Developing the self-esteem and confidence of minority ethnic group students by valuing their language skills and their contribution to our culturally diverse and multi faith society.
- Developing their spoken and written English by:
 - ✓ Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
 - ✓ Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
 - ✓ Providing a range of reading materials that highlight the different ways in which English is used;
 - ✓ Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
 - ✓ Encouraging children to transfer their knowledge, skills and understanding of one language to another;
 - ✓ Building on children's experience of language at home and in the wider community to ensure that both languages are mutually supportive;
 - ✓ The teaching of language functions based on a robust assessment process.
 - ✓ Ensuring access to the curriculum and statutory assessment through: the use of accessible texts and materials which are suited to age and ability;
 - ✓ Providing support through ICT, video or audio materials, dictionaries, translators, readers and amanuenses.

Curriculum Access

All students at academy have the right to access the full National Curriculum, EAL children included. Support systems are in place to help them. In our school, the Five Core Principle of the Every Child Matters (2003) is fully implemented and is relevant to all learners, including EAL. We balance withdrawal from lessons with in-class bilingual/additional support where possible.

First Language GCSE:

Where appropriate, EAL students are given the opportunity to sit a GCSE in their first language. To prepare the students, we liaise with EMTAS.

As an academy we realise the benefit and value for the students to continue to develop their first language.

EAL Assessment

EAL children identified as needing support will be assessed by the designated LSA. Where necessary, a Home Language Assessment may be completed. This will enable the teacher to find out about a pupil's language and culture, and give the teacher a clear picture of the linguistic ability of the child.

The School currently uses A Language in Common to identify those students in the early stages of English Language acquisition.

Initial assessments will be sensitive to cultural and linguistic needs and will appreciate the need for a settling in period.

Each student completes a CATS test on arrival to measure their academic ability and not their language ability. CATS testing on arrival also gives retrospective KS2 grades and enables the academy to set realistic academic targets.

Monitoring

There is a LSA designated as a key contact for monitoring social inclusion and academic progress. It is vital that EAL students feel included and valued socially and culturally in order to make academic progress.

The school will monitor achievement and will take account of the needs of ethnic groups using past results as a base line. We will endeavour to address areas for development for each ethnic group.

Special Educational Needs and Gifted and Talented Students

The school recognises that most EAL students needing additional support do not have SEN needs. However, should SEN needs be identified during assessment; EAL students will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL students who are gifted or talented, even though they may not be fully fluent in English.

Admissions and Induction

EAL parents are supported, where necessary, in completing admissions forms and with applications for school meals/uniforms etc. by the staff. As a school we are building up our bank of home/school information in the main community languages.

There is an induction process in place for new arrivals, in particular for children who arrive mid-phase and we have a Buddy system in place. The EAL LSA co-ordinates with all heads of year, form tutors and the pastoral team to make sure that the new arrival settles well in school. Where possible new arrivals have access to translators, ipads and dictionaries to facilitate communication.

Supporting the Parents of EAL Learners

- We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- Where possible bilingual EMTAS staff can be bought in to support home/school communications.
- Parents are supported at parents evening. When needed, an interpreter is provided by Beacon Languages or the use of Language Line to facilitate communication between parents and teachers. Progression and national curriculum levels are explained.

Inclusion

The School is committed to providing an inclusive environment for all children parents, carers and staff. The School is proactive in its recognition of different faiths/religions within the academy.

Links with other Services

The School has the opportunity to buy in additional support from EMTAS and other organisations to promote achievement and equal opportunities for all students.

Glossary of Terms

EAL:	English as an Additional Language
EMTAS:	Ethnic Minority and Traveller Achievement Service
LSA:	Learning Support Assistant

Audit of Learning Environment

Whole School Environment

Welcome for all

- Culture and ethos which makes all children and families feel welcomed, safe and valued
- Culture and ethos which celebrates and promotes learning
- Multilingual notices to support access to information
- Displays which reflect and celebrate diversity
- Displays which show links with local communities and promote partnership with families and communities to support learning
- Facilities for parents/community/carers

Print Environment

- Multilingual displays which support learning;
- Display of learning objectives and success criteria for adults and children to refer to throughout a unit of work;
- Learning prompts for curriculum and language: e.g. language structures and key vocabulary for specific purposes, semantic webs, graphic organisers, writing frames and prompts, photographs, diagrams;
- Displays show work in progress and completed pieces of work which act as models for learners;
- Displays reflect the ethnic, cultural linguistic and religious backgrounds of students;
- Displays include global perspectives;
- Displays challenge bias, racism and stereo-typing;
- Displays reflect purpose for learning as well as guidance for parental involvement, taking account of the diversity of parents;
- Displays are initiated by students as well as adults and celebrate collaborative as well as individual work; Reading materials in the school and class reading boxes include positive role models, reflect and value diversity, include fiction as well as non-fiction from a range of cultures (local and global) and explore a range of issues such as equality, justice, migration, displacement, etc and challenge bias and stereotyping and racism;
- Reading material includes dual language and community language books, newspapers and magazines;
- Computers – individual and in suites –provide facilities for word processing in languages which use different scripts;
- A wide range of ICT, including tape-recorders, camcorders and laptops are available for children to use.

Classroom Organisation

- Teaching resources reflect diversity
- Resources are easily accessible for all, including early stage EAL learners
- Furniture arrangement facilitates flexible use of groupings for teaching and learning