



# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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Approved by: Chair of Trustees

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## 1. Statement of Commitment

At Wemms Education Centre, we are committed to ensuring that every child succeeds and reaches their full potential. We are prepared to raise the achievement and attainment of students with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of our present students and others that may join our community.

## 2. Background

Our students come from diverse backgrounds with a wide range of language skills.

Wemms Education Centre caters for an increasing multilingual community.

- At present, four students are defined as Advanced Bi-lingual DFE 2009 (see Paragraph 5).
- Our students are only deprived in the economic sense and most of them come from well-structured families.
- We are constantly developing the partnership between staff and parents as we understand how important this relationship is to the children's learning.

## 3. Our Aims

Wemms Education Centre aims to:

- Provide a welcoming environment in which students will learn most effectively.
- Be prepared to provide support to any students with EAL needs and others when they join our community.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Monitor students' progress regularly against the NASSEA step levels.
- Assess students in class and set targets based on these assessments.
- Ensure students are making progress and are able to access the school curriculum.
- Support students who are at risk of under achieving.
- Celebrate students' achievements in school as well as in extra-curricular activities.
- This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to prepare to promote language awareness and raise pupil attainment, progress and achievement.

## 4. Definition of EAL

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Wemms Education Centre, all students speak English, including our EAL student. However the school is mindful that he may need help with idiomatic and colloquial English. The school is prepared to cater for pupils for whom English is an additional learning need.

We are committed to providing appropriate and personalised support for all EAL pupils who are presently a part of or who may join our community. Throughout their time at school, we will provide pupils with the necessary means to access the curriculum. We will give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

### 4.1 DFES Guidance and Terms

Students with EAL may be defined as:

**Learner:** “First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become” - **DFES Guidance 2007.**

**Bilingual Learner:** “Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” - **DFES Guidance 2007**

**Advanced Bilingual Learner:** “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” - **DCFS 2009.**

## 5. Planning and Teaching for students with EAL needs

Teachers will consider the needs of bilingual learners in their planning and teaching. In class, students are taught to learn using a variety of strategies. Students learn independently, as a small class, in pairs, in groups and through collaborative activities. We are adaptive and can deal with EAL and special needs.

Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Students are encouraged to share languages with their peers.

A comprehensive program of intervention has been prepared and will be used for any students with EAL needs or who speak English at an ‘early acquisition’ level, to support their access to the curriculum in class. Our SEN staff will liaise closely with class teachers before planning and delivering sessions.

## 6. Monitoring and Assessment

The class teacher is responsible for the assessment of all students in class. As outlined above, he/she liaises closely with the SEN team to identify and address needs. An EAL Lead will be appointed to review student progress, intervention

groupings and assessments, according to the 'NASSEA EAL Assessment Framework'.

The SEN team will direct teachers to provide additional, targeted support as appropriate.

## **7. EAL Role and Responsibilities**

- Providing specialised English as an Additional Language instruction to students whose English proficiency ranges from beginner to advanced levels in listening, speaking, reading and writing.
- Supporting teachers with planning and delivering language learning which is integral to the academic curriculum.
- Leading, managing and working collaboratively with mainstream teachers and support staff to plan and deliver effective English language support to any English as additional language students, to speed their acquisition of English and facilitate access to the curriculum.

## **8. EAL Lead**

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- disseminate information and key messages effectively.
- represent and promote the needs of EAL students.
- advise teachers about the development of EAL strategies, planning and assessment.
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy.
- keep up to date regarding EAL 'Good Practice'.
- develop and maintain assessment procedures.
- audit resources.
- prepare and update EAL action plan.
- take part in monitoring of teaching, planning and books.

## **9. Resources**

With guidance, Wemms Education Centre is capable of developing resources to include bilingual dictionaries, dual-language books, sight words in other languages, games and audio materials on an as-needed basis.

The EAL Lead is responsible for ensuring students are given appropriate support in and outside the classroom environment and monitors the progress of this support.

## **10. International New Arrivals (INAs)**

At Wemms Education Centre we define new arrivals as children who have not had a consistent education in this country for the past year.

We have developed a comprehensive Induction programme, beginning with a thorough interview process, to ensure we can offer the best support possible for all our new students and their families, not just those with EAL needs. Class teachers and the EAL Team would monitor the settling-in period closely, to enable a smooth transition for EAL students joining our school.

## **11. Key Principles for INA new to English**

- Language is central to our identity. Therefore, the home language of all students and staff should be recognised and valued. Students are encouraged to maintain their home language and use it in the school environment.
- Where possible use other students / adults who use the same home language as the new arrival.
- Language develops best when used in purposeful contexts across the curriculum.
- Ensure that the newly arrived EAL students works in collaborative groups or pairs with simple repetitive language.
- Group INA with good English-speaking role models.
- Use as many visual prompts as possible and communication friendly practices.
- EAL learners will tend to stay within a narrow range of familiar vocabulary. They need planned intervention to introduce new vocabulary and grammatical forms.
- Supply plenty of opportunities for hands on (kinaesthetic) learning such as role play, games and visits.

## **12. Strategies for Working with Children New to English**

- Provide lots of hands-on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable students to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

### **13. Success Criteria for INA Induction**

#### **End of Week 1**

- To be relaxed and happy.
- To be beginning to follow some of the conventions and routines of the classroom.
- To be familiar with arrangements for school mealtimes.
- To be familiar with location and use of cloakrooms and toilets.
- To be beginning to interact socially with class peers.

#### **End of Week 3**

- Come to school happily.
- To be relaxed and happy in class.
- To be familiar with geography of the school.
- Can follow daily and class routines.
- To initiate contact (physical or verbal) with a teacher or teaching assistant.
- To be settling to tasks in the classroom.
- To be interacting with others at breaks.

#### **End of First Term**

- To be relaxed and happy.
- To participate in group and class activities at an appropriate level.
- To interact positively with other children.
- To work co-operatively with other children.
- To be confident in small group situations.
- Can work / play without constant adult supervision.
- Shows interest and motivation in learning.
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner.