

English as an Additional Language (EAL) Policy



Approved by: Chris Coombs

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1. Introduction

As a school we recognise that EAL status is dependent on which language was learned first by a child.

In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. As a school, we are continually learning to recognise and understand the difference between communication skills and language proficiency for all children. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

2. Aims and Objectives

The National Curriculum secures entitlement for all children 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. As an independent Special School, Our Place Schools makes every effort to ensure all young people who have Special Educational Needs are supported appropriately and make progress in their learning.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010 as well as following the SEN Code of Practice (2001).

3. Teaching and Learning Style

In our school teachers take action to help children who are learning English as an additional language in the following ways:

developing their spoken, understanding 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
- endeavour to build on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning
- providing support through ICT, audio visual materials and dictionaries

4. Curriculum Access

All children in our school follow the curricular requirements of the National Curriculum. Children with English as an additional language do not produce separate work.

We plan opportunities for children to develop their English, and we provide support to help them take part in activities as needed. The following strategies are utilised:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;

5. Assessment

We closely monitor and track the progress of these children and if necessary seek advice from our Speech and Language Therapist or other relevant professionals from our Multidisciplinary Team.