



English as an Additional Language

This policy applies to all pupils and staff of Abbot's Hill, including EYFS.

1. Introduction

1.1 We recognise that all pupils with English as an additional language will have differing degrees of difficulty with language 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 a second language have the chance to achieve their maximum potential.

2. The role of the EAL Co-ordinator (currently SENCO)

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

2.1 Administration

- maintaining the EAL register of pupils for whom English is not their first language
- providing additional English language teaching through activities specific to the individual pupil needs
- developing social skills through group work
- meeting the individual's need with regard to curriculum; making appropriate modifications where necessary
- assessment of pupils' level of language on arrival
- placement in classes appropriate to their language level, where possible
- entry to relevant EAL examinations
- ensuring colleagues have an understanding of EAL pupils' needs
- liaising with parents and other agencies and assist with communication between home and school
- providing INSET and feedback to staff

2.2. Staffing

The EAL Co-ordinator works with a team of qualified EAL teachers to meet the needs of the individual pupil. Qualified EAL teachers will be bought into school where necessary and at an additional cost to parents.

3. Identification assessment and review

3.1 We aim to assess a pupil's language level as soon as possible. When a new pupil arrives, tests are carried out to ascertain the pupil's level of proficiency in the four skill areas of reading, writing, listening and speaking. Where possible, the pupil is then placed in classes according to their linguistic ability. The results of the initial diagnostic test are made known to all subject teachers so that they are aware of any difficulties the pupil may encounter within their classroom.

3.2 If it becomes apparent that a pupil requires additional EAL input, every effort will be taken to ensure that this need is met by offering one-to-one support. Class teachers and subject teachers work in liaison with the Learning Support department.

3.3 Progress is monitored both informally and formally by EAL teachers, subject teachers and Heads of Departments and Subject Co-ordinators.

3.4 Appropriate access arrangements in GCSE examinations will be sought for pupils for whom English is an Additional Language.

4. Gifted and Talented pupils

4.1 We recognise that pupils for whom English is an Additional Language may well be both gifted and/or talented.

4.2 If it is found that a pupil's lack of English is prohibiting them from progressing to the best of their ability, additional EAL lessons can be provided to address the problem.

5. Curriculum

5.1 The school has a responsibility to ensure that each pupil 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.

5.2 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
- Liaising with parents and other agencies and assist with communication between home and school if necessary
- Teachers should, for example :-
 - Build upon pupils' experiences of language at home and in the wider community, so that their developing use of English and other languages support one another
 - Encourage and ensure pupils' active involvement in all classroom activities
 - Ensure that vocabulary work covers the technical as well as the everyday meaning of words
 - Explain how speaking and writing in English are structured for different purposes across a range of subjects
 - Provide a range of reading materials that highlight the different ways in which English is used
 - Ensure there are effective opportunities for talking, and that talking is used to support writing.
 - Encourage pupils to transfer their knowledge, skills and understanding of one language to another

5.3 Those pupils who need to be withdrawn for EAL tuition should be withdrawn from Modern Foreign Language lessons in Key Stages 1-3. For all other subjects, EAL pupils should be taught within integrated groups, wherever possible. Pupils in Years 10 and 11 should attend EAL tuition in study periods or in their own time. Classroom activities will be differentiated by task, outcome, resources and adult support, to assist each pupil to make progress in line with expectations.

5.4 Some strategies that have been used are:

- Pair work with another pupil who also has English as a second language
- Support from an adult who has the same first language or knowledge of the pupil's first language
- Using parents of the pupil to help where appropriate

- Immersion of English with picture cards to reinforce instructions

6. Parents with EAL

6.1 Parents can use a nominated person to act as translator in Parents' Evenings and consultations with the pupil's teacher. They can also nominate a primary contact for written communication from the school, if specifically requested.

7. Integration

7.1 Teachers should endeavour to ensure that all pupils are fully integrated into the life of the school where safety permits.

Signed

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