

English as an Additional Language (EAL) Policy Inclusion School



Approved by: Governing board

Date: June 2022

Signed by:

Position:

Last reviewed: June 2022

Next review due: June 2023

Monitoring arrangements

This policy will be subject to continuous review by the Headteacher. The Inclusion School governing board will undertake a formal review of the document every two years.

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1. Aims

This policy aims to:

- Raise awareness and to support the planning, organisation, teaching and assessment procedures of those learners for whom English is an additional language (EAL)
- Outline a programme of support which will enable learners with EAL to receive the help they need to access the curriculum
- Describe those who are responsible for supporting learners for whom EAL

As a school we aim to:

- Welcome the cultural, linguistic and educational experiences of learners with EAL contribute to the school
- Provide a safe, welcoming and nurturing environment for newly arrived learners with EAL where they are accepted, valued and inspired
- Raise learner achievement and aspirations for those with EAL
- Enable our learners with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.
- To liaise with parents/carers, working in partnership to facilitate progress
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school
- Ensure equal access to the National Curriculum and the achievement of their educational potential.
- Be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

At Inclusion School we understand that a limited knowledge of English does not reflect a lack of ability, intelligence or knowledge but it can heighten anxiety and affect a learner's belonging and contribution to their community.

If Special Education Needs are identified, EAL earners will have equal access to the School's SEN provision.

2. Legislation and guidance

This policy is has been created with reference to the following legislation and guidance:

- [Aiming high](#): meeting the needs of newly arrived learners of English as an additional language
- [Attainment of pupils with English as an additional language](#)
- [Developing quality tuition: effective practice in schools](#) - English as an additional language

3. Roles and responsibilities

The named individual for supporting Inclusion School's EAL learners is Becky Witts.

The named lead for EAL will be supported in their role by the Headteacher, SEND Lead and Head of English.

4. Identification, assessment and review arrangements

Learners for whom English is an additional language are assessed on entering the school.

Where necessary a specialist Inclusion tutor will be responsible for providing initial support or more specialist provision may be required by a suitably qualified teacher.

Learners will be monitored through the use of interventions, learning plan and assessment to ensure continued progress, at least half termly. It is the responsibility of the Headteacher to oversee the monitoring and evaluation of the learner's progress.

Where appropriate, teachers and tutors will take the following actions to help learners who are learning English as an additional language to be able to successfully access the curriculum:

- Ensure that vocabulary covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Display key vocabulary
- 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 that there are effective opportunities developing speaking and listening skills, and that talking is used to support writing;
- Build on learners' experiences of language at home and in the wider community so that their developing uses of English and other languages support one another
- Act as effective role models of speaking, reading and writing
- Use writing frames
- Teachers and tutors will provide regular feedback

Access to the curriculum and to assessment is overseen by the Head of English and is ensured by:

- Using accessible texts and that suit learners' ages and levels of learning
- Providing support through ICT, video or audio materials
- Using the learner's language, where appropriate
- Setting targets in literacy for individual children

5. Working together

At Inclusion School we recognise the importance and necessity of effective communication and partnership between school staff, parents/carers and guardians, and outside agencies.

Parents/carers are kept informed of their child's progress at every stage. Parents/carers who are concerned about their child's progress should contact the Headteacher or Assistant Headteacher/SEND Lead.

Where necessary EAL Specialists from external agencies will be invited to provide support through training or visits to maximise progress.

