

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

### Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force

### Applies to:

- Whole School including the Early Years Foundation Stage (EYFS)

### Related documents:

- Special Educational Needs and Disability (SEND) Policy
- Curriculum: Teaching and Learning Policies

### Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: August 2018

Mrs Elizabeth McConnell  
Principal and Proprietor

## **English as an Additional Language (EAL) Policy**

In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. The backgrounds of pupils at Pattison College mean that the needs of its EAL pupils are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrase in speaking, writing and grammar. Our school will make provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)). Pupils for whom English is an additional language (EAL) will be provided with appropriate support. Teachers will assess the children to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at Pattison College.

In common with the rest of the curriculum, where a child is learning English as an additional language, this is individually planned for, taking into account the particular needs of the child and working with the family to plan how best to facilitate the child's integration into an English speaking setting. If for example, a child at our school was most comfortable with say another language our strategy in understanding how best to enable the child to use English would include observing the child communicating in their mother tongue. As a result of this, key English words would be sent to the parents, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the child might be trying to say. It would also assist in preventing the child becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the child to transfer the word into English. Our experience is that this individually tailored approach has shown to be highly successful.

### **Key Principles**

The Pattison College Curriculum aims to Celebrate Every Individual through the promotion of Respect, Courage, Perseverance and Excellence. Through our EAL policy we aim to ensure that these core values are inculcated in pupils from all linguistic backgrounds, and that they feel fully incorporated within a learning community that operates in accordance with these principles.

The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an additional language. This is in line with the requirements of the Race Relations Act.

We aim to raise the attainment of minority ethnic pupils by:

- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible;
- providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional in-class support to these pupils;
- developing an understanding of and valuing pupils' home languages;
- using visual and auditory resources;
- assessing pupils with EAL to establish their needs and progress;
- liaising with the SENCo in identifying pupils who may additionally have SEND.

## **Aims & Objectives**

The aims of our EAL provision are that all pupils whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

## **Success Criteria:**

This will be evidenced by:

- pupils with EAL are sufficiently challenged and supported so they can reach their potential;
- support takes account of pupils at the early stage of language learning;
- support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson;
- the offered curriculum is relevant and sensitive;
- the Senior Leadership Team (SLT) is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils;
- links with parents are good;
- the area is a strength in the school.

## **Identification of EAL needs:**

EAL needs are identified through a range of methods, including:

- On entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings with the child and parents take place.
- By teaching staff recognition of the particular needs of a child, which should be fed back to the SENCo.
- Through individual meetings with the SENCo, and with the teachers of MFL where appropriate (e.g. where the language spoken is one that is taught within school, and/or known by a member of staff).
- Through discussion with external professionals e.g. tutors, previous teachers, etc.
- Through parental information.

Parents/Guardians are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside their pupils should be able to identify and assess pupils with EAL in order to target them for support.

Once the pupils have been identified and assessed, the SENCo will provide key details of the pupils' requirements, and advice as to appropriate strategies. All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

### **Curriculum Access**

At Pattison College teaching and learning, achievements, attitudes and well-being of all our children are important. Some of our children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. 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. All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work. We do not withdraw children from lessons to receive EAL support. A Teaching Assistant will work in partnership with class teachers within the classroom. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes they work with groups of children, of whom only one or two may be EAL children.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The Foundation Stage helps children learning English as an additional language by:

- 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;
- We also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.

### **Provision for Learning Needs**

Pupils with EAL will be differentiated for in accordance with our Differentiation and SEND policies. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). As with all pupils this differentiation will be personalised by subject teachers to take into account the stage of learning attained by the pupil, and the methods in which they work best. Teachers will be advised and supported by the SENCo as to suitable methods for each child.

In our school, teachers take action to help pupils who are learning English as an additional language by various means 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;
- providing in class support for individuals and small groups;
- developing appropriate resources;
- 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;
- encouraging pupils to transfer their knowledge, skills and understanding of one language to another;
- providing support within small-group intervention strategy programmes also involving non-EAL pupils;
- providing advice and training for staff members;
- building on pupil's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences;
- appropriate modelling of language;
- opportunities to communicate confidently in the new language;
- motivation through meaningful activities;
- self-confidence through praise and
- stimulating and enjoyable learning situations.

### **Use of ICT**

ICT is a central resource for learning in all areas at Pattison College and is used when relevant for meeting the needs of EAL pupils.

### **Resources**

If teachers do not share the pupil's language they can use resources to demonstrate the value of the pupil's language through:

- dual language texts;
- multi lingual labels around the classroom / school and
- stories from their own and other cultures.

### **Provision for Learning Needs within MFL lessons**

We have pupils who have English as their native language and who use another language. We will also have pupils whose native tongue is not English but they use it as their language of instruction. We will refer to both categories of pupils as Bilingual Learners as they live in two or more languages. Bilingual pupils are those who have 'access to more than one language in normal and natural ways in their daily lives.'

Within language lessons we will aim for Additive Bilingualism rather than Transitional Bilingualism which can restrict pupil learning. We will aim that through their lessons in French, knowledge of other languages extends their constantly expanding language repertoire promoting their use of English and mother tongue. Languages are not separate and isolated units and bilingual learners show a greater level of metalinguistic awareness as well as greater cognitive capacity for language as a system. Bilingual pupils often demonstrate higher levels of self confidence as they function in different cultures and social groups.

The opportunity to sit qualification examinations (e.g. GCSE) in their native tongue will be arranged wherever possible, and the staff of MFL can provide advice and guidance on obtaining tuition in languages outside school

### **Assessment for learning**

Pupils who have been resident in Britain for less than two years at the time of sitting formal public examinations (e.g. GCSE, A-level) may qualify for extra time. The SENCo will submit the necessary documentation to the relevant examining bodies in this instance.

### **Home-school links**

are in place to:

- welcome parents/guardians into school;
- communicate with and involve parents in their pupils' learning and
- promote a multi-cultural understanding in school.

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

### **Effective EAL support**

The additional support beyond the classroom available through the SEND department will take following form:

#### *Key Stage 4*

Pupils with an appropriate level of English will continue in mainstream English lessons leading to GCSE English and English literature. Those who would find the GCSE curriculum too difficult or inappropriate will receive timetabled EAL lessons in preparation for the First Certificate in English or the Cambridge Preliminary English Test.