

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Updated: April 2023

1. Introduction

In our School, all pupils are important and this applies to all aspects of their education - their teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all of our pupils to aim for the highest possible standards and we take account of each child's individual needs and experiences.

At times, some of our pupils have particular requirements with regard to learning and assessment and these are linked to their progress in learning EAL.

It is important to remember that pupils who are learning EAL have linguistic skills similar to those of monolingual English-speaking pupils. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed, multilingualism is associated with success. The School recognises the importance of community languages in their own light and the ability of their speakers to acquire other languages.

2. Aims and Objectives

We value the importance of each person in our community and we organise our curriculum to promote inclusion, co-operation and understanding amongst all members of our community.

The aim of this policy is to help ensure that we meet all of the needs of pupils who are learning EAL in line with the requirements of the Equality Act (2010).

3. Teaching and Learning Style

Teachers use various methods to help pupils who are learning EAL. Teachers will develop their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
- Covering not just key words, but also metaphors and idioms.
- Explaining how spoken and written English have different usages for different purposes.
- Providing a range of reading materials, to exemplify the different ways in which English is used.

- Giving appropriate opportunities for talking and using talking to support writing.

Ensuring their access to the curriculum and assessment by:

- Using texts and materials that suit their ages and learning stages.
- Providing support through ICT, video and audio materials, dictionaries, etc.

4. EAL and Inclusion

In our School, we value each child as a unique individual. All pupils follow our schemes of work in each subject. Pupils with EAL do not produce separate work. We strive to meet the needs of all pupils learning EAL and we take all reasonable steps to achieve this.

EAL is not a special educational need or disability (SEND). However, there are circumstances where the two can co-exist. In these situations, please consult our ***Special Educational Needs and Disability (SEND) policy***.

Where a pupil's lack of English is deemed to prevent them from accessing the curriculum and content of a lesson, extra EAL support lessons (at parents' expense) may be a condition of the offer of a place at the School.

5. Use of Home Languages in School

We provide opportunities for children to develop and use their home language through play and learning, including in the Early Years Foundation Stage (EYFS):

- Celebrating home cultures and festivals with explanations to peer groups.
- Peer mentoring to support language development.

This is covered in the EYFS areas of learning under *Understanding the World*.