
English as an Additional Language Policy

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| Name of owner/author | PCHH |
| Approval by | Senior Management Team |
| Target Audience | Whole School Community/Public |
| Where available | Website, Staffshared Drive |
| Review Date | Autumn 2020 |

1 Policy Statement

This policy aims to:

- Outline how the school identifies and meets the needs of our learners with English as an additional Language (EAL) in order to
 - Promote equality of opportunity
 - Ensure that they reach their full potential
 - Provide a curriculum that reflects their needs
 - Recognise and value their home language and background
- Explain roles and responsibilities for everyone involved in providing for EAL learners

2 Identification

On entry to the school, parents submit information about their children regarding their first language and the language(s) most used at home.

Students are categorised as follows:

1. Those whose first language is not English, don't speak English at home and are new to the English education system
2. Those whose first language is not English, don't mainly speak English at home but have been in the English education system for more than 3 years
3. Those whose first language is not English but they do speak English at home and have been in the English education system for more than 3 years

The school assesses the literacy of all pupils, including those with EAL on entry to the school. The school may interview students who are new to English to assess their ability to access the curriculum.

3 Specialist Support and Tracking of Progress

The school offers support to students based on their progress and attainment

This may include:

- 1:1 or small group sessions focussing on aspects of literacy, informed by results from baseline assessments. In these sessions, EAL learners will be taught alongside their non EAL peers
- Personalised curriculum
- Quality first teaching
- The senior school may offer specialist teaching. There will be a charge for this

Any additional support apart from specialist teaching takes place out of lesson time

The school monitors the progress and attainment for learners in groups 1 and 2 through the usual whole school tracking systems. Subject teachers, form tutors, heads of section, the SENCo and the senior management team meet regularly to discuss this data. Feedback from these meetings informs the level of EAL provision.

The exams team and the SENCo will ensure that suitable access arrangements are in place for EAL pupils to achieve their best in public examinations.

4 Roles and Responsibilities

Subject teachers:

- Use differentiated work and provide glossaries of technical terms as necessary for EAL pupils
- Have high expectations for EAL pupils and expect them to participate in all classroom activities including extension tasks
- Recognise that EAL pupils need more time to process answers and to complete extended work and recognise that EAL pupils may understand more English than they can speak
- Group pupils commensurate with their ability rather than level of language proficiency
- Ensure that EAL pupils hear good models of English

Registrar

- Capture data relating to EAL when students join the school
- Collate data

Heads of Section:

- Monitor the progress and attainments of EAL students and refer to the SENCo for additional support, if necessary

SENCO:

- Put in place additional support and monitor its impact

NB Pupils with English as an additional language do not necessarily have special educational needs

Deputy Headteacher:

- Arrange whole staff training, as appropriate
- Provide opportunities for students to sit exams in their home language

5 Review and Development

3.1 Procedure

This document, together with the effectiveness of its procedures, is reviewed bi-annually by the Senior Management Team and as events or legislation change requires.

3.2 Links with other Policies

This policy should be read in conjunction with the following documents:

None