

3.34 ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy applies to all children at Saint Ronan's School including the EYFS.

Introduction

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is not English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education. The policy sets out Saint Ronan's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Policy aims and objectives:

- To identify those pupils who have EAL requirements.
- To ensure appropriate support is provided for those pupils who have EAL requirements enabling access to a broad and balanced education in which he/she can participate fully with peers.
- To promote the individual's self-esteem in order to promote academic potential and independent learning.
- To acknowledge fully the importance of the parents' role in supporting their children's education.
- To monitor those pupils who have EAL requirements through careful target setting and evaluation.
- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To monitor pupils' progress and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence.

Principles that will ensure our objectives are met

- There will be a positive and effective language ethos.
- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all pupils will be the responsibility of all teachers and learning support staff.
- There will be liaison between teachers and support departments to discuss language development.
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Support will be provided in various forms: the provision of in-class support (paid for by parents) and external language support (paid for by parents).

Planning, Monitoring and Evaluation

- Short term planning details support for EAL pupils as well as the role of supporting adults.
- Teachers regularly observe, assess and record information about pupils' developing use of language.
- Pupil progress is assessed routinely to inform planning.

Teaching and Learning

- Classroom activities are carefully structured and focused.
- Classroom activities have clear learning objectives and appropriate support and resources are developed to ensure that children are able to participate in lessons. Staff review groupings to ensure that EAL learners have access to strong English language peer models.

Roles and responsibilities

All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers and for communicating school expectations for Speaking and Listening.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging pupils to do the same.

All teachers have responsibility for:

- Planning work in the context of a pupil's stage of fluency and anticipating opportunities for developing use of English.
- Setting targets for improving speaking and listening.
- Assessing and tracking progress in speaking, listening, reading and writing.

Strategies

Staff use some of the following support strategies to ensure curriculum access:

- Collaborative group work.
- Enhanced opportunities for speaking and listening.
- Effective role models for speaking, reading and writing.
- Additional verbal support – repetition.
- Additional visual support e.g. dictionaries, on-line support, bilingual children, key word lists.
- Writing frames.
- Opportunities for role play.
- Discussion is provided before and during reading and writing activities.
- Where possible, learning progression moves from concrete to abstract.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL children needing additional support do not have SEND needs. However, should SEND needs be identified during assessment EAL children will have equal access to school SEND provision.

Similarly, the school recognises that there may be EAL children who are gifted or talented even though they may not be fully fluent in English.

Lucy Taggart

SENDCO

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