



'A place to belong'

The Haven School Wolston

Policy for Pupils with English as an Additional Language (EAL)

Control Sheet

| | |
|-------------------------------|--------------------------------|
| Version number | 02 |
| Original date approved | June 2022 |
| Current date approved | October 2022 |
| Approved by | School Board |
| Date of next review | July 2023 |
| Status | Adopted |
| Policy owner | Martin Cain |
| Policy location | Policies/School-Pupil Policies |
| Target group | Staff, pupils, parents/carers |

| Document History: | | | |
|--------------------------|-----------------------|---------------|--|
| Version | Date of review | Author | Note of revisions |
| 01 | October 2022 | Martin Cain | Policy updated to reflect fully operational status of the School and increasing number of referrals. |
| | | | |

| Associated documents: | |
|---|---|
| School Policies <ul style="list-style-type: none"> • Curriculum • Assessment for Learning • SEND • Expectations for Learning | <ul style="list-style-type: none"> • Equality, Diversity and Inclusion |
| Links to: | |
| Statutory guidance <ul style="list-style-type: none"> • Equality Act 2010 • SEND Code of Practice | |
| Non-statutory guidance <ul style="list-style-type: none"> • DfE: Developing Quality Tuition. English as an Additional Language. | |

Contents

| Contents | Page |
|--------------------------------------|------|
| 1. English as an Additional Language | 3 |
| 2. Policy aims | 3 |
| 3. Access and support | 4 |
| 4. Responsibilities | 4 |
| 5. Policy review | 4 |

1. English as an Additional Language (EAL)

The term EAL is used when referring to pupils where the mother language at home is not English. This Policy sets out the School's strategies for meeting the needs of EAL pupils and supporting them to reach their potential.

2. Policy aims

This Policy sets out the School's strategies for meeting the needs of pupils with EAL and supporting them to achieve their potential. For pupils with EAL, the School will:

- Welcome them and maintain their self-esteem and identity by valuing the cultural, linguistic and educational experiences that they bring to the School.
- Give newly arrived pupils time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Ensure that there are robust processes in place to assess their skills and needs to inform provision.
- Monitor their progress systematically and use the data generated from this to inform decisions about all curriculum planning.
- Recognise their mother tongue and remember that they may have the potential to become bi-lingual.
- Allow them to use their mother tongue to explore concepts.
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Help them to become confident in speaking and listening, reading and writing in English in order to be able to reach their potential.
- Encourage and enable their parents/carers to support their child's education.
- Encourage them to transfer their knowledge, skills and understanding of one

language to another.

- Provide and target appropriate reading materials that highlight different ways in which English may be used.
- Provide any support for external examinations as appropriate.
- Use collaborative learning techniques and group them appropriately to ensure they hear good models of English.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Ensure that there are effective opportunities for talking, and that talking is used to support the assessment of writing.

3. Access and support

The School will take the following measures to ensure that pupils with EAL are supported to be able to access the curriculum:

- The School admissions process will identify pupils where English is an additional language.
- Information gathering prior to admission, a supported induction programme and the timely implementation of an Individual Learning Plan which will identify any additional support required to meet their learning needs.
- All pupils with EAL will follow the full School curriculum.
- The School will provide appropriate texts and resources to suit the pupils' ages and identified learning needs.
- Where deemed appropriate for pupils who are functioning below their age-related expectations, additional support and/or precision teaching for a set period to address specific language or learning needs.

4. Responsibilities

The Headteacher is responsible for the operation of this Policy. This includes ensuring that:

- Parents/carers and staff are aware of this Policy.
- All staff involved in teaching pupils with EAL learners liaise regularly Parents/carers and staff are aware of the School's policy for pupils with EAL
- All relevant information for pupils with EAL informs all staff training in planning, teaching and assessment.
- An Individual Learning Plan is in place for each pupil.
- Targets for pupils with EAL are set, met and the effectiveness of the provision for them is monitored and quality assured regularly.
- Identify learning difficulties that may be masked by EAL.
- Teachers and LSAs are knowledgeable about all aspects of pupils' abilities and learning needs across the curriculum and that they use this to inform all planning.

5. Policy review

The implementation and impact of this Policy will be reviewed every year by the School Board; this may occur earlier should there be a change in legislation, statutory guidance or an event or incident in the School which makes this necessary.