

**Outcomes
First
Group.**

English as an Additional Language (EAL) Policy

Policy Folder: Quality of
Education

The EAL coordinator is Bethan Cash SENCo

Aims

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English. Students with EAL will face various difficulties throughout their learning journey. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning. Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all students with EAL at Overton school are given the best chance possible to reach their full potential. We aim to:

- Welcome and celebrate the cultural, linguistic and educational experiences students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress, and adapt policies and procedures accordingly.
- Ensure all student's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English as well as using images and symbols to provide pupils with a total communication approach.
- Ensure students with EAL are acknowledged for their skills in their own languages.

Teacher responsible for students with EAL

The teacher responsible for students with EAL is Bethan Cash. Their responsibilities include:

- Co-ordinating the efficient timetabling of students with EAL.
- Overseeing the assessment and target setting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support students with EAL.
- Aiding staff in effective communication with parents/carers and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with parents/carers.
- The induction of newly arrived students.
- Conducting initial assessments of students with EAL.
- Teaching small groups of students with EAL.
- Providing classroom support.
- Liaising with teaching staff.
- Advising on strategies to support and include students with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for students with EAL.
- Encouraging and supporting students to maintain and develop their first language
- Developing relationships between the school and parents/carers of students with EAL.
- Securing and providing training to ensure staff development, including INSET courses.
- Acting as consultants to staff on equal opportunity and race equality issues.

The role of school staff members

All staff members have a responsibility to ensure the development of students with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.

Provision

Learning support encompasses differentiated curriculum planning and resources to enable pupil's to access the curriculum and make progress in their learning. School resources, including books in the library and equipment in the classrooms will reflect cultural diversity and be in a variety of home languages. Teachers have responsibility for ensuring that pupils can participate in lessons using the guidance provided in the document 'Supporting children with acquiring English'

Monitoring and Recording

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL children in their class whilst they are in their care. The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

Special Educational Needs and Differentiation

All pupils at Overton have an EHCP, where a pupil is also an EAL will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

Children who are Looked After

Unaccompanied Asylum Seeking Children (UASC) and those children from asylum seeking/ refugee families, who are in care, are identified by the designated teacher for looked after children and provision reflects their linguistic and cultural diversity and additional challenges experienced by the identified learners. Funding allocation also reflects this additional need.

Communication

Teachers will meet with parents/carers on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed a professional interpreter will be used. This will also apply to multi-agency meetings.

Resources

The NALDIC website <https://naldic.org.uk/>

The Bell Foundation website <https://www.bell-foundation.org.uk/>

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