

English as an Additional Language (EAL) Policy.

Created: January 2023

Review Date: January 2024

Signed: Natasza Hughes – Head of School

Signed: Sue Lau – Proprietor

Contents:

- Introduction
- Roles and Responsibilities

- Identification, assessment and review arrangements
- Access to the curriculum and to assessment
- Integration and access to the curriculum
- Partnership
- Liaison with other schools and agencies

Introduction

This document is a statement of the aims, principles, strategies and provision for pupils who have English as an additional language (EAL). That is, students who have a first language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school. The Department of Education's definition of a pupil's first language is defined as "*any language other than English that a child was exposed to during early development (3 years) and continues to be exposed to in the home or community*". This does not necessarily indicate that the "first language" is the working language of the pupil.

Myles Academy is committed to equality of opportunity for all including those for whom English is not their first language. Our aims are:

- To provide a programme of support which will enable pupils with EAL to receive the help they need to access the curriculum.
- To liaise with parents/carers, working in partnership to facilitate progress.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. This includes:

- Identifying incoming EAL students, with support of the staff team.
- Ensuring that EAL students are integrated into classes and have full access to the curriculum.
- Maintaining a register of EAL students.
- Organisation or involvement in EAL focused events including World History Day.
- Delivering targeted support for individuals and small groups
- Liaising with Support Staff, Class Teachers and SLT to evaluate impact of intervention and progress.

Identification, assessment and review arrangements

Pupils whose first language is not English are assessed on entering the school. Where necessary a learning support assistant will be responsible for providing initial support or more specialist provision may be required by a suitably qualified teacher. Pupils will be monitored to ensure continued progress. Where appropriate teachers will take action to help children who are learning English as an additional language by various means developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Displaying key vocabulary.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Access to the curriculum and to assessment is ensured by:

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses.
- Using the home or first language where appropriate.

- Setting targets in literacy for individual children.

Integration and access to the curriculum

Pupils whose first language is not English will be immersed in the activities of their year and will work with their peers to encourage acquisition of language, with additional support from a learning support assistant or a qualified teacher as appropriate.

Partnership

We recognise the importance of effective dialogue between teachers, parents, guardians and outside agencies. Parents are kept informed of their child's progress at every stage. Parents who are concerned about their child's progress should in the first instance speak to the head teacher. Myles Academy will:

- Be providing a welcoming induction process for newly arrived pupils and parents/carers
- Using plain English to ensure good spoken and written communications.
- Welcoming the involvement of parents/carers in the life and events of the school.
- Helping parent/carers understand how they can support their children at home, especially by continuing the development of their first language.
- Formal teacher-parent/carer meetings take place throughout the academic year to discuss the children's progress in school.
- Informal meetings between the class teacher and parents/carers take place regularly to discuss progress of those children who may be receiving extra support.

Liaison with other schools and agencies

Where necessary, EAL Specialists from external agencies, will be invited to provide support through training or visits to maximise progress.