



# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

## POLICY FOLDER: OPTIONS AUTISM & LD – BASTON HOUSE SCHOOL

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### 1.0 INTRODUCTION

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The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

### 2.0 AIMS, OBJECTIVES & STRATEGIES

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#### Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school;
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum;
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential;

#### Objectives

- To be able to assess the skills and needs of EAL pupils and to give appropriate provision throughout the school;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor EAL pupils;
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages;

#### Strategies

- Recognise the child's mother tongue; boost the child's self-esteem;
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Identify the pupil's strengths;



### **3.0 TEACHING & LEARNING**

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- Assess the pupil's competence in English in relation to the National Curriculum standards and expectations as soon as possible;
- Show differentiated work for EAL pupils in planning;
- Have high expectations; expect pupils to contribute and give you more than one-word answers;
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives;
- Recognise that EAL pupils need more time to process answers;
- Allow pupils to use their mother tongue to explore concepts;
- Group children to ensure that EAL pupils hear good models of English ;
- Use collaborative learning techniques.

#### **Headteacher**

The Headteacher will ensure that:

- All involved in teaching EAL learners liaise regularly;
- Parents and staff are aware of the school's policy on pupils with EAL;
- Relevant information on pupils with EAL reaches all staff;
- Training in planning, teaching and assessing EAL learners is available to staff;
- Challenging targets for EAL pupils; learning are set and met;
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;

#### **Form Tutor/Class Teacher**

The Form Tutor/Class Teacher will:

- Oversee initial assessment of pupils' standard of English;
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Educational Plan for each pupil);
- Monitor standards of teaching and learning of EAL pupils;
- Liaise with the Multi-Cultural Service;
- Liaise with parents/guardians;
- Support the pupils' language development both in class and by withdrawal (for 1:1 work) as appropriate;
- Report to the Head on the effectiveness of the above and the progress of pupils;
- Be knowledgeable about pupils' abilities and needs in English and other subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping;