



MILTON ABBEY

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Introduction

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language, i.e. pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the National Curriculum and the broader life of the school.

Throughout this policy, and in other related policies and documents, these pupils are referred to as 'EAL pupils' or 'EAL learners'.

EAL and SEN

In our school a distinction is made between:

Pupils who are learning English as an Additional Language

...and...

Pupils who are learning English as an Additional Language and have Special Educational Needs.

Aims

- To be proactive in removing barriers that stand in the way of our EAL pupils learning and success
- To meet our responsibilities to our EAL pupils by ensuring their equal access to the National Curriculum (and other education opportunities) and the achievement of their education potential
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate

Objectives – School

- To ensure that all our EAL pupils participate in the life of the school, and gain access to appropriately planned and prepared mainstream and National Curriculum provision
- To ensure that our EAL pupils attain public examination grades appropriate to their abilities
- To seek, and make use of, appropriate advice, guidance, support and training

- To assess and monitor progress of our EAL pupil's acquisition of English; of their general achievement; of their attainment in public examinations/end of key stage assessment

Objectives – Pupils

- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly

Underlying Principles

- Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils
- Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils
- Having a home language other than English is not a 'learning difficulty'. However, EAL pupils are placed on the SEN register in a separate EAL section
- It is recognised that an EAL pupil may also have a specific learning difficulty, in which case appropriate support will be given

Roles and Responsibilities

The Head of EAL and the SENCO are the members of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work. Responsibilities include:

- Identifying EAL pupils; however, several members of the Learning Support Department hold appropriate EAL qualifications
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the National Curriculum
- Maintaining an EAL register and ensuring progress and attainment are regularly monitored, assessed and recorded

Teaching and Learning

We will:

- Plan for and provide specific time for pupils with EAL needs; and follow appropriate English qualification syllabus if requested
- Teach topic/subject – relevant vocabulary, structures etc where appropriate and provide curriculum related opportunities to develop listening, speaking, reading and writing skills
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners