

Glebe House



Friends Therapeutic Community Trust

EAL POLICY

October 2021

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to learners whose main language at home is a language other than English.

Learners with EAL will face various difficulties throughout their academic life. Learners' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Learners 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 learners with EAL at Glebe House school are given the best chance possible to reach their full potential.

We aim to:

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

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived learners with EAL.
- Assess the skills and needs of learners 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 learners with EAL.
- Use all available resources to raise the attainment of learners with EAL.
- Systematically monitor learners' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure learners with EAL are acknowledged for their skills in their own languages.

The Learning Development Lead Teacher

1.1. The teacher responsible for learners with EAL is Janet Corr.

Their responsibilities include:

- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support learners with EAL.
- Conducting initial assessments of learners with EAL.
- Liaising with teaching staff.
- Advising on strategies to support and include learners with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for learners with EAL.
- Encouraging and supporting learners to maintain and develop their first language.
- Facilitating learners' use of first language national examinations.
- Securing and providing training to ensure staff development, including INSET courses.
- Acting as consultants to staff on language-related issues.
- Acting as consultants to staff on equal opportunity and race equality issues.

The role of school staff members

2.1. All staff members have a responsibility to ensure the development of learners 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 learners with EAL in their classrooms.
- Identifying learners with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the learner.

Support

- 3.1. Where a learner with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English with an adapted timetable.
- 3.2. In-class support and small group work is utilised as soon as the learner can be successfully integrated into the classroom environment. The learner will still spend time with their intervention teacher on a daily basis.

Inclusion

- 4.1. The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:
- There is an understanding throughout the school, for both staff and learners, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a learner's ability to speak their own first language is essential for building their confidence and self-esteem.
 - The language development of learners is the responsibility of the entire school community.
 - Diversity will be valued and classrooms will be socially inclusive.
 - Teachers will be knowledgeable about learners' abilities in English and use their knowledge to inform lesson planning.
 - Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.

Initial assessments

- 5.1. The school will undertake a timely initial assessment to gauge learners' English abilities in an informal manner that does not make the learner feel isolated or inferior.
- 5.2. The assessment will be carried out using the form provided in Appendix 1.
- 5.3. Initial assessments are carried out by the Learning Development Lead Teacher and completed assessments are held on the Individual Learner Profile.
- 5.4. Teachers of the learner will be allowed access to the assessment to inform their teaching and lesson planning.

Classroom practice

- 6.1. Teachers have high expectations of all learners, regardless of gender, ethnicity, social background or English ability.
- 6.2. Classroom activities will be matched to learners' needs and abilities.
- 6.3. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- 6.4. Where possible, the following practices will be utilised to improve learners' literacy:
- Utilisation of the learner's first language expertise.
 - The provision of writing frames.
 - The use of props.
- 6.5. Language skills will be developed through:
- Collaborative activities involving spoken communication.
 - Feedback opportunities and conversations.
 - Good models provided by peers.
- 6.6. Active participation will be encouraged by:
- Grouping learners in mixed ability groups to develop language skills.
 - 'Expert' readers and writers present in each group to provide assistance and model language.
- 6.7. Classroom displays will reflect cultural and linguistic diversity.
- 6.8. Assessment methods will allow learners to show what they can do in all curriculum areas.
- 6.9. Bilingual dictionaries are available to aid learners with EAL.
- 6.10. Dual language textbooks are available and used where possible.
- 6.11. Visual supports are utilised where possible.
- 6.12. Prior to any private tuition/one-to-one support, the learner is informed of the purpose of the session and the objectives.

Access to the curriculum

- 7.1. The needs of learners with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
- The language and learning demands of the curriculum are analysed and support is provided.
 - Visual support is utilised to provide greater understanding of key concepts.
 - There are opportunities for learners to use their first language in the classroom.
 - The support requirements of learners with EAL are identified and the support is made available.

Special educational needs (SEN)

- 8.1. A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- 8.2. A proportion of learners with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- 8.3. Assessments of SEN of learners with EAL will involve EAL specialists along with SEN specialists.
- 8.4. Where appropriate, the school will arrange an assessment in the child's first language.
- 8.5. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- 8.6. The school will ensure that the parents or carers of a learner with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Monitoring progress

- 9.1. The monitoring of learners' progress is shared between all teachers
- 9.2. Individual Learner Profiles are updated following assessments and reviewed on a termly basis to identify and address problems.
- 9.3. Learners are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

Policy review

- 10.1. This policy is reviewed every two years by the Learning Development Lead Teacher and the Headteacher.
- 10.2. The scheduled review date for this policy is October 2022.

Appendix 1- First Language Assessment Form

Learner's name:

Language:

Assessed by:

Date:

Answer the following questions in relation to age related expectations - Yes / No:

Is the learner's social/linguistic behaviour age-appropriate?

Notes:

Does the learner understand a range of questions, instructions and a story, told in their first language?

Notes:

Is the learner's speech clearly articulated?

Notes:

Is the learner able to speak accurately at a social level?

Notes:

Is the learner's vocabulary appropriate/sophisticated/limited?

Notes:

Does the learner use correct grammatical structures?

Notes:

Can the learner talk about the past, present and future using correct verbal forms?

Notes:

Do you have any concerns?

Notes:

Do you have any comments regarding the learner's social interaction with you during the assessment?

Notes:

Can the learner read and write in their first language?

Notes:

Can the learner complete age-appropriate mathematics tasks with limited language context?

Notes: