



English as an Additional Language (EAL) Policy

Review Body:	FGB
Leadership Group Responsibility:	Headteacher
Type of Policy:	Non-Statutory
Review Period:	Annually
Reviewed:	Summer 2017
Next Review:	Summer 2018

Introduction

Newstead Wood School recognises and responds to the diverse needs of its learners and this includes students who have English as an Additional Language. Students who are learning through the medium of English as an Additional Language require careful consideration of their individual needs

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

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

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

Aims

- To foster a supportive, stimulating and diverse learning environment and value the cultural and linguistic backgrounds of EAL pupils
- To ensure that EAL pupils have access to the whole school curriculum
- To support EAL pupils in developing academic and social confidence in their English language skills and encourage them to take a full and active part in school activities

Equality

Newstead Wood School aims to offer support to all EAL students, irrespective of race, age, gender, nationality, disability, sexual orientation or religion. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Objectives

- Provide staff with the skills and knowledge to meet the needs of EAL pupils and to support these pupils effectively
- Monitor the progress of EAL pupils and respond to their changing needs
- Track academic data in order to plan and teach lessons and assess EAL pupils
- Give students skills and confidence by recognising each pupil's linguistic abilities

Strategies

There will be a positive and effective language ethos:

- The Academy seeks to promote a whole school policy approach to the language development of EAL learners, with the responsibility being on all teachers and support staff
- The classroom will be an inclusive and intellectually challenging learning environment for all pupils
- The home language of EAL pupils will be recognised and appreciated as part of the student's culture and identity rather than considered as a barrier to learning
- Teachers and support staff will liaise across departments to discuss pupils' needs in English and use their knowledge to plan and teach lessons and provide support accordingly
- Additional support will be provided for EAL pupils, including a range of small group Learning Support sessions focusing on spelling, punctuation and grammar as well as developing reading and writing skills

Teaching and Learning

In order to ensure that we meet the needs of EAL students, staff will:

- Assess pupils' fluency in English as soon as possible and identify pupils who may require additional learning support
- Use a range of teaching strategies in lessons to convey meaning, help interpret language in context and transfer their knowledge by making cross curricular links
- Provide pupils with a range of reading resources, including reading lists, to encourage students to read across the genres and develop their vocabulary
- Offer EAL pupils a range of effective opportunities for speaking and listening and encourage pupils to take an active part in classroom discussions and collaborative activities
- Monitor pupil progress and ensure high expectations with EAL pupils being given sufficiently challenging work
- Acknowledge that there are EAL pupils at the school whose oral proficiency in English can be indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background
- Provide EAL pupils with a range of varied and challenging writing tasks, including pieces of extended writing
- Allow EAL pupils to explore ideas in their home language when it will be beneficial to their learning and communication needs
- Encourage positive and meaningful communication with parents or carers in relation to the EAL pupil's learning