**English as an Additional Language Policy**

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An increasing number of students at Worle Community School Academy have English as an Additional Language (EAL). We recognise that linguistic and cultural diversity enrich our school and that a student’s achievement is linked to a welcoming environment in which they feel valued and confident. Building on each student’s knowledge and understanding of other cultures and languages will support EAL learners in becoming confident speakers, readers and writers of English in all areas of the curriculum.

**The Context of our School (October 2019)**

24 languages are spoken in our school (English, Afikaans, Bangladesh, Bulgarian, Czech, Hindi, Hungarian, Italian, Kurdish, Lao, Lithuanian, Malayalam, Panjabi, Polish, Portuguese, Romanian, Russian, Slovak, Sotho, Spanish, Swahili, Tamil, Vietnamese and other.

6 % of our children have a home language in addition to English

18 children are identified as needing EAL support.

**Statement of Aims for Students with EAL**

We are committed, within available resources:

* to making appropriate provision of teaching and resources for students for whom English is an Additional Language
* to raising the achievement of minority ethnic children who are at risk of underachievement

We will identify individual children’s needs, recognise the qualities they bring to our school and ensure equality of access to a quality curriculum.

We aim to ensure that all EAL children are able to:

* use English confidently
* use English as a means of learning across the curriculum
* make use of their knowledge of other languages

We firmly believe that language learning is most successful, for both first and EAL speakers where:

* staff and students value and make use of the cultural and linguistic diversity within the school community
* the informed contribution of parents to their child’s/children’s education is seen as vital to their progress.
* All students learning English as an Additional Language are entitled to access the broad curriculum we offer. English is best learned through the curriculum and students are encouraged to engage in class activities from the onset.
* Spoken language is central to progress in all areas of the curriculum.
* All teaching and support staff are responsible for building strategies into their planning to support the language development of all EAL students and to structure teaching appropriately.
* Records on EAL student’s language development are kept.
* EAL is not confused with SEND.
* Students are likely to need subject specific language support after they have become reasonably fluent in social forms of English.

The Key Principles of Additional Language Acquisition

* language develops best when used in purposeful contexts across the curriculum
* effective use of language is crucial to the teaching and learning of every subject
* the language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension
* access to learning requires attention to words and meanings embodied within each curriculum area. Meanings and understanding cannot always be assumed but need to be explored
* staff have a crucial role in modelling the uses of language
* the focus and use of additional support time are best seen as an integral part of curriculum and lesson planning
* all students have an entitlement to access the broad curriculum
* a distinction is made between EAL and SEND
* language is central to our identity. Teaching staff and support staff need to be aware of the importance of a student’s home language and to build on their existing skills, knowledge and understanding
* many concepts, skills, knowledge and understanding depend upon, and benefit from, well developed home language and literacy in the home language enhances subsequent acquisition of EAL
* all languages, accents and cultures are equally valued

**Home/School Links**

We firmly believe that language learning is most successful, for both first and EAL speakers where the informed contribution of parents to their children’s education is seen as vital to each student’s progress.

Positive home/school links are very important. Parents/carers need to understand the English educational system and must be encouraged to work closely with the school. Families need to feel confident in approaching the school and interpreters are used when appropriate when completing admission forms, attending parent/carer consultation meetings etc. Parents and students are given an EAL Welcome Pack when they enrol at the school which gives them key information about how the English education system works and about the school.

* We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families.
* We aim to ensure that our written and spoken communication with families and the community is effective through the use of plain English and translators and interpreters, if appropriate and available.
* All new EAL students are tested using the EAL Skills Framework. The results will be shared with teachers and strategies identified on how to support them.
* The progress of EAL students is carefully monitored

**Integration into our School**

* All new students and their families are welcomed into our school.
* Teaching and support staff and students value and make use of the cultural and linguistic diversity within the school community
* We endeavour to offer a supportive environment with signs and books around the school in multi-lingual forms
* All staff offer effective models of spoken and written English.
* Focussed non-threatening speaking and listening opportunities are offered as part of our planned language development programmes
* Students in the early stages of learning English who are literate are encouraged to record work in their home language
* EAL students are taught subject specific vocabulary
* **All relevant staff are aware of the language needs of all EAL students.**

**Teaching and Learning**

**Planning and differentiation**

* We provide differentiated opportunities matched to individual EAL student’s needs
* The key language features of language, which are necessary for effective participation, are identified. These might be key words, grammar patterns, uses of language or genre of text.

**Literacy and Numeracy**

Learning activities are carefully structured and focused to take account of range of purposes and audiences. All lessons have clear learning objectives and we endeavour, within available resources, to deploy appropriate staff and resources to ensure that all students are able to participate fully. Grouping and setting arrangements are regularly reviewed to ensure that EAL learners have access to strong English peer role models.

**Strategies Used**

* Collaborative group work
* Enhanced speaking and listening opportunities
* Effective role models for speaking, listening, reading and writing
* Additional verbal support: e.g. repetition, alternative phrasing, peer support etc
* Additional visual support e.g. posters, pictures, labels, non-verbal clues etc
* Bilingual resources e.g. dictionaries, texts, word lists etc
* Writing frames and directed activities relating to texts
* Opportunities for drama and role play
* Regular feedback from staff
* A focus upon the cultural imperatives explicit or implicit in texts
* Progressing learning from the concrete to the abstract
* Further support for language development e.g. through assemblies, extended learning opportunities etc

**More Able and SEND**

Most EAL students requiring additional support do not have SEND. Equally there are likely to be more able students even though they may not be fluent in English.

**Assessment and Record Keeping**

The progress of all EAL students is carefully tracked and recorded.

All students have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate

Assessment methodologies are checked for cultural bias

We analyse EAL achievement and regularly evaluate the effectiveness of additional support

**The Role of the Class Teacher and Learning Support Assistant (LSA)**

All staff are aware that bilingual students may have a competence in their first language, which equals, or surpasses, their competence in English. They acknowledge that an individual student’s mature, and high-level understanding of his or her first language is of great benefit in his or her learning of English as an Additional Language. All teachers accept that the maintenance of the first language is a powerful tool in developing a student’s conceptual learning through the medium of English. All staff are considered to be teachers of English as an Additional Language.

* EAL children are supported within available resources by a team of teaching assistants.
* The work undertaken by the LSA may be individual, group or within a whole class setting.
* The LSA supports, through the first language, the students initial learning of English
* They assist the newly arrived EAL beginners to settle into the life and routines of the school
* They help EAL children gain access to mainstream curriculum
* They work and liaise with parents to understand their needs, the needs of their children and the needs of the school.

**Our EAL Co-ordinator**

Our EAL Co-ordinator:

* works in partnership with our Assistant Principal and SENDCo in ensuring that this policy is being implemented effectively and that all students are making appropriate progress.
* works in partnership with appropriate external agencies in striving to meet the needs of individual student.
* works in partnership with our CPD Lead in providing appropriate training/development opportunities.
* ensures that all relevant data is collected and that the progress of all EAL students is tracked and monitored to ensure that they are making appropriate progress.
* monitors and evaluates all EAL provision in our school.

**Resources**A range of resources are used to support student’s linguistic development: games, key word lists, bilingual dictionaries etc.  
Displays and resources reflect linguistic and cultural diversity.

**Success Criteria**

* Students are happy and confident.
* They make good progress towards being confident English speakers.
* Staff are increasingly confident in meeting the needs of EAL students.
* Parents/carers are comfortable in approaching our school and in supporting their child’s learning.

All staff are responsible for implementing this policy.