



**The Grange
Therapeutic School**

GP38
English as an
Additional Language (EAL)

Revised Date: September 26	1	Policy: English as an Additional Language (EAL)
Next Review: September 27		Revised by: Ed McDonald

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

Introduction/Mission statement

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

- At The Grange Therapeutic School, EAL pupils come from a variety of backgrounds
- Many EAL pupils are isolated learners and may be the only speaker of their language in their class or at school
- We recognise that most pupils who attend The Grange Therapeutic School are literate in their home language on arrival whereas some may have had no previous formal education
- We are aware that a proportion of EAL pupils may have experienced trauma and this will have an impact on their learning.

Context of school

Consideration is taken of:

- Pupils' linguistic background and competence in other language(s)
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils with English as an additional language are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years
- Language develops best when used in purposeful contexts across the curriculum

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- The language demands of learning tasks need to be identified and included in planning
- Teaching and support staff play a crucial role in modelling uses of language
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages
- A clear distinction should be made between EAL and Special Educational Needs.

Assessment

- All EAL pupils are entitled to assessments as required
- External agencies may be requested to visit school. They may assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils
- Staff have regular liaison time to discuss pupil progress, needs and targets
- Progress in the acquisition of English is regularly assessed and monitored
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition
- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives
- Staff regularly observe, assess and record information about pupils' developing use of language
- When planning the curriculum, staff will take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture
- Additional verbal support is provided, e.g. repetition, modelling, peer support
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation
- Where possible, learning progression moves from the concrete to the abstract
- Discussion is provided before, during and after reading and writing activities
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames

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Materials

Our school provides appropriate materials such as dual language text books, dictionaries and key word lists. Videos, maps, I.C.T. and story props also give crucial support.

Parental/Community Involvement

School staff strives to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- celebrating and acknowledging the achievements of EAL pupils in the wider community
- recognising and encouraging the use of first language
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

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