



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)

Introduction

At King's, the amounts of students with English as an Additional Language (EAL) will vary year on year depending on the intake from our feeder schools. As a nonselective Free School we are prepared to welcome any child for whom English is a second language. It is the responsibility of all staff to ensure that all EAL students realise their full potential and that they receive a balanced and appropriate education. EAL students should feel that they are valued and are part of the school community. As a caring establishment we will strive to ensure that the cultures of our EAL students are seen as a positive contribution to school life in order to promote cultural diversity and community cohesion. As an academy, we will seek to live out these aspirations so that we develop a genuinely inclusive school community where cultural diversity is valued.

Context

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. 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.

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

Aims

E-safety depends

- To build the capacity of the school and its staff to develop an appropriate provision and curriculum for EAL students by providing support and training
- To monitor and track the progress of EAL students
- To raise the attainment of EAL students
- To integrate the raising of attainment of EAL learners with the general raising of attainment of all learners and thus work closely with other initiatives
- To provide support for parents needing additional information and translation in order to participate actively in the education of their children

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Strategies

To nurture and support the development of EAL students at King's, there will be a positive and effective language ethos to ensure they have the best possible chance to succeed:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.
- There will be liaison between mainstream and support departments to discuss language development within the structure of the lesson.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.
- English language lessons for new arrivals in the Foundation and Senior Programme will be provided according to need.
- At the end of the Foundation Programme advice will be given to pupils on their option choices in the Senior Programme to ensure that provision for them is appropriate.
- The progress of all EAL pupils will be monitored, assessed and reviewed regularly by the SENDCO and under-achievement will be addressed. Staff who need information on EAL pupils at King's Leadership Academy should see the SENDCO and/or the Team Around the Child team in the first instance.
- EAL pupils should follow the school rules and staff should have the same expectations of them in terms of discipline and behaviour as of all King's Leadership Academy's pupils.
- Provision for EAL pupils will be monitored, evaluated and reviewed as part of the school's self-review process.
- Pupils who are transferring to King's Leadership Academy from feeder primary schools will follow the normal induction programme for Year 6 pupils in the summer term. Any issues that become apparent at this time or have already been highlighted by the Primary feeder school will be addressed at this time.

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Responsibilities

- i. The Principal will ensure that:
 - All involved in teaching EAL learners liaise regularly
 - Parents and staff are aware of the school's policy on pupils with EAL
 - Relevant information on pupils with EAL reaches all staff
 - Training in planning, teaching and assessing of EAL learners is available to staff
 - Targets for pupils learning EAL are set and met
 - The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly
- ii. The SENDCO will:
 - Oversee an initial assessment of EAL pupils' standard of English as necessary
 - Give guidance and support to set targets and plan appropriate work
 - Provide an IEP and Provision maps for teachers where appropriate
 - Monitor standards of teaching and learning of pupils with EAL
 - Report to the Principal and teaching staff, as appropriate, on the effectiveness of the above and the progress of pupils
 - Monitor progress and identify learning difficulties that may be masked by EAL
- iii. The subject teacher will:
 - Be knowledgeable about pupils' abilities and needs in English and other subjects
 - Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

Monitoring and Review

This policy document will be monitored by the SENDCO and Team Around the Child, in liaison with the Principal. The policy will be reviewed annually during the annual Curriculum Review when the school evaluates school systems and undertakes school improvement planning.

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