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# Draft Policy Statement

## E.A.L. (English as an Additional Language)

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- **Ratified By: F&GPC**
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## **E.A.L. (English as an Additional Language) Policy**

### **Introduction**

This policy details our arrangements to recognise and meet the needs of learners who are learning English as an additional language. That is, learners who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school. Throughout this policy, and in other related policies and documents, these learners are referred to as “E.A.L. learners.”

### **Context**

A minority of learners have been identified as E.A.L. learners.

Our E.A.L. learners generally come from a small range of ethnic groups, are generally from a range of backgrounds and generally have different linguistic backgrounds. Our E.A.L. learners generally arrive in school having had little or no exposure to English language and culture. Most of them arrive in our school with some prior experience of school and with appropriate literacy skills in their home language.

### **Aims**

- To be proactive in removing barriers that stand in the way of learning and success.
- To meet our responsibilities to our E.A.L. learners by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide our E.A.L. learners with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

### **Objectives – School**

- To ensure that all our E.A.L. learners participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our E.A.L. learners attain curriculum levels and public examination grades appropriate to their abilities.
- To seek and make use of appropriate advice, guidance, support and training.
- To monitor the progress of our E.A.L. learners’ acquisition of English, of their general achievement and of their attainment in public examinations/end of Key Stage assessments.

### **Objectives –Learners**

- To give E.A.L. learners the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give E.A.L. learners the knowledge and skills to use English to understand and produce written texts.
- To give E.A.L. learners the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.



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## **Underlying Principles**

- Our E.A.L. learners are entitled to opportunities for educational success that are equal to those of our English speaking learners.
- E.A.L. learners are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by E.A.L. learners.
- The multilingualism of our E.A.L. learners enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process; learners require long-term support.
- Having a home language other than English is not a “learning difficulty”. E.A.L. learners are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs.

## **Roles and Responsibilities**

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our E.A.L. learners’ learning and success. The E.A.L. Co-ordinator is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school’s work.

Responsibilities include:

- Being informed by staff of the identification of any E.A.L learners.
- Bringing the presence and needs of current E.A.L learners to the attention of colleagues.
- Responding to requests for information about E.A.L. learners.
- Ensuring that E.A.L. learners are integrated into mainstream classes and have full access to the curriculum.
- Maintaining an E.A.L. register.

## **Admitting New Pupils**

We follow the school’s normal admittance procedures and also try to collect and record the following additional information:

- Country of origin.
- Date of arrival in U.K.
- Learner’s first language.
- Other languages spoken at home/by learner.
- Learner’s level of literacy in these languages.
- Links with learners already in school.
- Learner’s educational background.

We normally attempt to contact previous schools. Parents/carers and learners are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and learners appropriately.



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## **Placement in Teaching Groups/Classes**

We recognise that E.A.L. learners, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced.

E.A.L. learners:

- Have access to the whole curriculum.
- Are taught with their peers.
- Are placed in groups where they will see models of good behaviour.
- Are placed in groups with fluent English speakers who will provide them with good language models.
- Are placed in as high a set as possible ie. with their intellectual/academic equals.
- Are not automatically placed with Learning Support learners.
- Are not subjected to standardised reading tests in order to place them in teaching groups.

## **Teaching and Learning**

We will:

- Plan for and provide appropriate stimuli for language development.
- Encourage E.A.L. learners to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for E.A.L. learners.
- Be aware that our school culture and environment (eg teaching; learning; procedures; routines and practices) may differ from the school culture that our E.A.L. learners are familiar with.
- Plan for and provide specific time for learners with E.A.L. needs.
- Be aware that an E.A.L. learner's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for E.A.L. learners. Eg. writing frames.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Promote language and study skills and attitudes that enable E.A.L. learners to become independent learners.
- Encourage parents/carers participation in E.A.L. learners' learning.

## **E.A.L. Assessment, Record Keeping and Information Transfer**

The school maintains an E.A.L. learner register.

All relevant information is disseminated to teaching staff or to other schools.