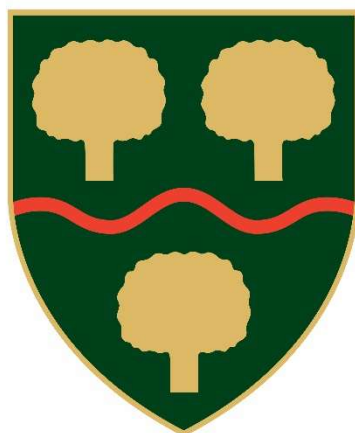


THE ORCHARD SCHOOL



English as an Additional Language Policy (EAL – Policy)

All staff are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned.

The Orchard School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment.

Revised May 2017

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

For the purpose of this policy the term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

The purpose of the policy is to ensure that:

- The Orchard School welcomes and values the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school

STRATEGIES:

The Orchard School maintains a whole school approach to ensuring classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities. The child's mother tongue should be appropriately recognised allowing pupils the time to use their mother tongue to explore concepts increases the potential of the child in becoming a bi-lingual adult. Newly arrived young children will require time to absorb English as there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained.

Staff should identify each pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another. It should also be recognised that pupils with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate.

The Orchard School uses a number of strategies, these include (but are not limited to);

- Children are grouped to ensure that EAL pupils hear good models of English. Through the use of collaborative learning techniques
- Vocabulary work covers technical as well as the everyday meanings of key words, metaphors and idioms
- Speaking and writing in English are structured for different purposes across a range of subjects
- There are effective opportunities for talking, and talk is used to support writing.

An updated School Registration form has just been introduced which clearly identify pupils where English is their second language.

All pupils will follow the full school curriculum with differentiated texts and resources that suit the pupils' ages and levels of learning if needed. Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

The SEN Co-ordinator will oversee initial assessment of pupils' standard of English as necessary.

Other duties include:

- Providing guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.
- Report to the Head Teacher, Form Tutor and other appropriate members of staff on the effectiveness of the above. Identify learning difficulties that may be masked by EAL.

Class/Subject Teacher should:

- 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
- Monitor progress and identify learning difficulties that may be masked by EAL.

Monitoring and Review

This policy document will be monitored by the SENCO and reviewed and updated annually.