

# *EAL Policy*

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## **1. Roles and Responsibilities**

The responsibility for the implementation of this policy and provision rests with the Head Teacher. On an operational basis, the management, responsibility, and evaluation of this policy is undertaken by the SENCO/Head.

It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the pupil, as any responsible parent would act.

The welfare of pupils will be paramount.

## **2. Aims & Values**

The core purpose of Little Acorns School is to equip every pupil with the skills and knowledge they need to lead healthy, productive lives. Many of our children have complex needs and challenging circumstances, we look beyond this to find the potential of each child. We believe that all young people are entitled to a form of education that will support them to be kind, healthy, stay safe, enjoy, and achieve, make a positive contribution, and achieve improved economic well-being. All adults working at and with Little Acorns School are firmly committed to this philosophy, which is expressed through a programme of continuous curriculum review and development aimed at maintaining high standards of teaching and learning and within an environment that positively promotes and expects mutual respect.

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 students who have English as an additional language (EAL) and so to raise student achievement.

### **3. Key principles of additional language acquisition**

EAL students are entitled to the full curriculum 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 students and staff should be recognised and valued. Students should be encouraged to maintain their home language and use this in the school environment wherever possible.

Although many students acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for education 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.

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 Needs

### **4. Educational needs Assessments**

All EAL students are entitled to assessments as required.

Additional specialist support may be required. They will assess and monitor students, give support and guidance to staff and direct support to prioritised students.

Staff have regular staff meetings to discuss student 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 are identified.

Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

## **5. Planning, Monitoring and Evaluation**

Targets for EAL students are appropriate, challenging and reviewed on a regular basis; they are not confused with any additional SEN targets.

Planning for EAL students incorporates both curriculum and EAL specific objectives.

Staff regularly observe, assess, and record information about students developing use of language.

When planning the curriculum, staff take account of the linguistic, cultural, and religious backgrounds of families.

## **6. Teaching Strategies**

Classroom activities have clear learning objectives and use appropriate materials and support to enable students 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. Students have access to effective staff and peer models of spoken language.

Additional visual support is provided, e.g., posters, pictures, photographs, objects, demonstration, 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.

## **7. Parental and community involvement**

Staff strive to encourage parental and community involvement by:

Providing a welcoming induction process for newly arrived students 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 students and establishing contact with wider community where possible.

Celebrating and acknowledging the achievements of EAL students in the wider community.

Recognising and encouraging the use of first language. Helping parents/carers understand how they can support their children at home, especially by continuing the development of their first language