

**Outcomes
First
Group.**

Acorn Education Options Autism

English as Additional Language Policy



**The
Tower**
SCHOOL

The Tower School
Updated September 2024

Headteacher: Lauren Gibbs

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1.0 INTRODUCTION

The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English.

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

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 AIMS, OBJECTIVES & STRATEGIES

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school;
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum;
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential;

Objectives

- To be able to assess the skills and needs of EAL pupils and to give appropriate provision throughout the school;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor EAL pupils;
- 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;

Strategies

- Recognise the child's mother tongue; boost the child's self-esteem;
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Identify the pupil's strengths;

3.0 TEACHING & LEARNING

- Assess the pupil's competence in English in relation to the National Curriculum standards and expectations as soon as possible;
- Show differentiated work for EAL pupils in planning;
- Have high expectations; expect pupils to contribute and give you more than one-word answers;
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives;
- Recognise that EAL pupils need more time to process answers;
- Allow pupils to use their mother tongue to explore concepts;
- Group children to ensure that EAL pupils hear good models of English;
- Use collaborative learning techniques.

Headteacher

The Headteacher 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 EAL learners is available to staff;
- Challenging targets for EAL pupils; learning is set and met;
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;

Form Tutor/Class Teacher

The Form Tutor/Class Teacher will:

- Oversee initial assessment of pupils' standard of English;
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete personalisation in medium term plans for each pupil and include learning needs in pupil passport);
- Monitor standards of teaching and learning of EAL pupils;
- Liaise with the Multi-Cultural Service;
- Liaise with parents/guardians;
- Support the pupils' language development both in class and by withdrawal (for 1:1 work) as appropriate;
- Report to the Head on the effectiveness of the above and the progress of pupils;
- Be knowledgeable about pupils' abilities and needs in English and other subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping;