



**LAURUS**  
—  
TRUST

# **ENGLISH AS AN ADDITIONAL LANGUAGE POLICY Secondary**

**Author:** E Warrington

**Last Reviewed:** May 2020

**Next review Date:** July 2023

**Reviewed by:** The Laurus Trust

## **Introduction:**

The term EAL (English as an Additional Language) is used to refer to a non-monolingual student with a first language other than English, or who speaks an additional language other than English. The Department for Education (DfE) defines 'first language' as: 'The language to which a child was initially exposed during early development and continues to be exposed in the home or in the community.' For almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

As a Trust we recognise that EAL students' needs will be individual, they will require full support to access the curriculum to enable them to achieve their full potential. The provision of this support fulfils the requirements of the Equality Act of 2010 which seeks to promote Equality of Opportunity and to eliminate discrimination. This policy sets out the Trust's aims, objectives and strategies with regard to the needs and skills of EAL students. The Trust has an induction programme for EAL pupils that allows the tracking of their linguistic development and level of support needed. This is used in conjunction with individual SFP's which details the recommended strategies.

## **Aims:**

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the Trust.
- To implement Trust-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and acquire the English language skills required to enable them to fulfil their academic potential.

## **Objectives:**

- To be able to assess the skills and needs of students with EAL and to provide for their needs in the classroom setting and broader school life.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL, seeking support from external agencies where appropriate.
- To monitor students' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

## **Strategies:**

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of the English language does not reflect a lack of ability or a lack of literacy in a student's native language. Appreciating and acknowledging a student's ability in their own culture is crucial for their self-esteem.
- Where it is suspected that a student with EAL also has additional learning needs, cognition and learning assessment in the student's first language will be undertaken. The assessment should help to identify any overlap between the student's EAL and his or her SEN. This will provide strategies on how best to support the student's vocabulary development.
- The language development of all students is the responsibility of teachers and is part of Quality First teaching.

- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity in line with the Trust's Single Equality Policy.
- 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 use of the Student Support Centre; a reduced timetable; the provision of in-class support and work in small groups where appropriate.

### **Teaching and Learning:**

To meet the needs of EAL students and to ensure that they are making good progress, staff will:

- Assess the student's fluency level when joining the school
- Appropriately differentiate work for EAL students so that they can access the same content alongside their peers
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context such as making the verbal curriculum more visual, using interactive and collaborative learning styles, using Drama or roleplay and providing opportunities to talk before writing; and eventually employing strategies for teaching and consolidating vocabulary knowledge, for example: the Frayer model, concept definition mapping, or a semantic gradient scale.
- Have high expectations, expect pupils to participate in all classroom activities/tasks
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- Recognise that EAL students need more time to process answers and to complete extended work
- Allow students to use their native language to explore concepts when appropriate
- Make use of the valuable expertise of bilingual staff who share the languages and cultures of the student. Their role might include working with small groups or individuals, under the direction of a teacher and providing help to enable new students to settle in and understand what is going on around them.
- Give newly arrived students time to absorb the English language bearing in mind that there is a "silent period" when those new students to the language understand more English than they use
- Do not use traditional methods of testing, when it is clear an EAL student will not be able to understand that work. Tests should still be used but should be tailored as appropriate: for example, using multiple choice tests, allowing access to a dictionary or testing using visual means.
  - Use appropriate grouping to enable EAL student to hear good models of English.
  - Provide where appropriate, alternative curriculum opportunities to include overlearning and additional literacy sessions.
  - Spoken and written communication between the students and teaching and non-teaching staff, and between the Trust and parents and the local community, will be positive and appropriate. It will include the use of students' home languages when appropriate.

## Equality Impact Statement

|   |  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
|---|--|------|-------------------------------------|------------|-------------------------------------|--------|-------------------------------------|-----|-------------------------------------|-------------------|-------------------------------------|--------------------|-------------------------------------|
| Names and titles of people involved with this assessment                | <b>Emma Warrington – Trust SENDCO</b>  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
| Impact assessment carried out with regard to identified characteristics | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Race</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Disability</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Age</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Religion &amp; belief</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Sexual orientation</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table> | Race | <input checked="" type="checkbox"/> | Disability | <input checked="" type="checkbox"/> | Gender | <input checked="" type="checkbox"/> | Age | <input checked="" type="checkbox"/> | Religion & belief | <input checked="" type="checkbox"/> | Sexual orientation | <input checked="" type="checkbox"/> |
| Race  | <input checked="" type="checkbox"/>  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
| Disability  | <input checked="" type="checkbox"/>  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
| Gender  | <input checked="" type="checkbox"/>  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
| Age   | <input checked="" type="checkbox"/>  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
| Religion & belief   | <input checked="" type="checkbox"/>  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
| Sexual orientation  | <input checked="" type="checkbox"/>  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
| Summary of any issues/proposed changes                                  | N/a  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
| Date  | May 2020   |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |
| Date of next review   | July 2023  |      |                                     |            |                                     |        |                                     |     |                                     |                   |                                     |                    |                                     |