

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

### **Introduction**

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language, i.e. pupils whose first language(s) is not English and who are in the process of learning to use English as an additional language through immersion in the school's curriculum and the broader life of the school.

Throughout this policy these pupils are referred to as 'EAL pupils' or 'EAL learners'. The School's Teacher of English as an Additional Language will be referred to as the Teacher of EAL.

### **EAL and SPLD**

It is recognised that pupils with EAL may also have SPLD, and this is targeted with extra support. This may involve pupils doing fewer subjects.

### **Context**

Approximately 14% of the Milton Abbey school population is from overseas.

### **Aims**

- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- To meet our responsibilities to our EAL pupils by ensuring that they have the best possible access to the Curriculum (and other education opportunities) and that they can achieve their full education potential.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.
- To meet the needs of all pupils for whom English is an additional language by offering continual and appropriate forms of educational support.

### **Objectives – School**

- To ensure that all our EAL pupils participate in the life of the school, and gain access to appropriately planned and prepared mainstream and curriculum provision.
- To assess and monitor pupils' level of English through the use of the 'English in Mind' placement test.
- To ensure that our EAL pupils attain public examination grades appropriate to their abilities.

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- To offer appropriate support to EAL pupils in the form of discrete learning support classes suitable to their level as part of a Core EAL group or non-Core class.

### **Objectives – Pupils**

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

### **Underlying Principles**

- Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.
- Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils.
- Having a home language other than English is not a 'learning difficulty'. However, EAL pupils are placed on the SEN register in a separate EAL section.

### **Roles and Responsibilities**

The SENCO is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work. Two members of staff have EAL qualifications to assist with this. Responsibilities include:

- Identifying EAL pupils.
- Arranging, preparing and delivering classes appropriate to the learners' level using a variety of resources and covering the four skills: listening, reading, speaking and writing.
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum.
- Preparing students for external EFL examinations where appropriate or if requested.

### **Identification**

- The process of identifying EAL needs starts at the interview stage, when those for whom English is an additional language take written English tests.
- All pupils entering the lower school take a further reading test.

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- Most students for whom English is an additional language will need EAL support.

**Teaching and Learning**

- The Teacher of EAL will plan for and provide specific time for pupils with EAL needs. This varies according to level at entry. In the lower school, pupils may drop a Modern Foreign Language in order to follow a series of Core EAL classes delivered by the Teacher of EAL.
- The Core EAL classes will cover all four skills (reading, writing, listening and speaking) using a variety of resources as well as providing subject-specific support where appropriate. This can lead to pupils being entered for external EFL examinations where requested.
- The non-Core EAL classes are individualised and may cover both a standard EAL course as well as appropriate educational support for the pupil's subject classes. For example, topic/subject – relevant vocabulary, structures etc.
- The Teacher of EAL will promote language skills, study skills and learner autonomy skills that enable EAL pupils to become independent learners.

**Monitoring**

- All pupils on the EAL register are regularly monitored to ensure they are receiving the appropriate level of support: pupils take reading tests throughout the school year; both academic staff and house staff report to the Teacher of EAL on the EAL learner's progress in the subject classes.

**Policy written: September 2010**

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