



WEST MIDLANDS EDUCATION & SKILLS
INDEPENDENT SCHOOL

EAL POLICY

Introduction

This policy describes the way in which West Midlands Education & Skills meets the needs of children with English as an Additional Language (EAL).

The school wishes to support all of its students who have EAL needs to become effective, independent students and thereby to achieve their maximum potential.

Scope

A distinction is made between EAL and Special Educational Need and Disability (SEND). The policy takes account of the SEN Code of Practice which recognises that students with EAL needs often have a linguistic rather than a learning or cognitive difficulty. At the same time, when students who have EAL needs do not make the expected progress, it should not be assumed that their language status is the only reason, and they may be referred for assessment in accordance with SEND policy and practice.

Aims

- To promote equality of opportunity for all students for who English is an additional language.
- To deliver a broad balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL students reach their full potential.

Key Commitments

Meet the needs of any student in the school, including those who have EAL needs, within the mainstream curriculum, using English as the language of instruction and teaching.

Offer full access to a broad, balanced, and relevant education to students with EAL needs.

Ensure that no student is discriminated against, in any area of school life, on the basis of their cultural/language needs.

Work collaboratively with academic and pastoral staff to support the English needs of a student as effectively as possible, in order to narrow any potential attainment gap between EAL students and their peers.

Regularly monitor a student's or students' progress to ensure that difficulties in achieving their potential are detected as soon as possible.

Recognise and value the importance of the student's first language and the additional experience and perspective that this brings to the school.

Core Principles for Additional Language Acquisition

Effective use of language is crucial to the teaching and learning of every subject.

The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension activities.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

Tutors have a crucial role in modelling uses of language.

Teaching and Learning Principles

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences.

Classroom activities have clear language development and learning objectives and appropriate support and resources employed to ensure that students are able to participate in lessons.

Grouping and setting arrangements are made to ensure that EAL students have access to strong English language peer models.

Additional sessions will be provided for those students who are significantly behind their peer group in language and literacy.

Identification

Information is gathered about students' linguistic background and previous educational and schooling experience.

EAL students are identified through the information provided on entry by parents and local authorities. Students are also identified by feedback from teaching staff and details are recorded.

Students identified as having English as an Additional Language will be monitored to ensure student progress.

Where student achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place.

The school will set appropriate targets with an individual action plan for students targeted for support and these will be reviewed on a regular basis.

Information related to students EAL needs will be passed on to Tutors.

Resources

A range of resources should be used to support students' linguistic development including computer software, educational websites bilingual dictionaries (where students are literate in first language), thesaurus', key word lists, key visuals/graphic organisers to support organisation of language and thinking across the curriculum.

Parents/Guardians/Carers and the Wider Community

We aim to provide a welcoming and supportive admission process for the induction, assessment and support of all new students and their families.

Staff Development

The school will ensure that all staff know about teaching EAL in the curriculum to ensure that provision for EAL students is appropriately delivered and co-ordinated.

Review and Evaluation of Policy

School data will include relevant information on ethnic minority/EAL students, and this will enable the school to monitor targets.

This evaluation process will serve as the basis for planning programmes of action and targeting time, support, and resources.