

**Cambian Whinfell School**  
**ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

**Legal Status:**

Complies with Part 6, paragraph 24(3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

**Related documents:**

- SEN Policy
- Teaching and Learning Policies

**Availability**

This policy is made available to guardians, carers, staff and pupils from the school office and website.

**Monitoring and Review:**

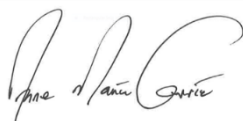
- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: October 2016



Chris Constance  
Principal Sep 17



Anne Marie Carrie  
Proprietor, Cambian Group

**English as an Additional Language (EAL) Policy****Introduction**

In common with the rest of the curriculum, where a child is learning English as an additional language, this is individually planned for, taking into account the particular needs of the child and working with the family to plan how best to facilitate the child's integration into an English speaking setting. If for example, a child at our school was most comfortable with say another language our strategy in understanding how best to enable the child to use English would include observing the child communicating in their mother tongue. As a result of this, key English words would be sent to the guardians, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the child might be trying to say. It would also assist in preventing the child becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the child to transfer the word into English. Our experience is that this individually tailored approach has shown to be highly successful. We offer

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guardians the option to receive any policies, procedures, newsletters etc. That they would receive in English, translated into other languages.

In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

#### Aims and objectives

- The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.
- The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of current legislation

We aim to raise the attainment of minority ethnic pupils by:

- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible;
- providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional in-class and withdrawal support to these pupils;
- developing an understanding of and valuing pupils' home languages;
- using visual and auditory resources;
- assessing pupils with EAL to establish their needs and progress;
- liaising with Special Educational Needs (SEN) colleagues in identifying pupils who may additionally have SEN.

The aims of our (EAL) provision are that all students whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

#### Assessment for learning

- The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.
- Students who have been resident in Britain for less than two years at the time of sitting formal public examinations (e.g. GCSE, A-level) may qualify for extra time. The SENCo will submit the necessary documentation to the relevant examining bodies in this instance.

#### Identification and Assessment

Guardians are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside pupils should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- NFER English and Maths tests
- PIPs and Aspects
- CATs

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- Teacher assessment
- Reading tests/sweeps
- Spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with guardians
- Attendance and behaviour monitoring
- Accurate ethnic data

Once the pupils have been identified and assessed, the education staff will work together to develop Individual Language Plans with SMART targets (ILP's). All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

#### Teaching and learning style

- In our school, teachers take action to help children who are learning English as an additional language by various means:
  - developing their spoken and written English by:
    - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
    - providing in class support for individuals and small groups;
    - developing appropriate resources;
    - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
    - providing a range of reading materials that highlight the different ways in which English is used;
    - encouraging children to transfer their knowledge, skills and understanding of one language to another;
    - providing support within small-group intervention strategy programmes also involving non-EAL pupils;
    - providing advice and training for staff members;
    - building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
  - ensuring access to the curriculum and to assessment by:
  - using accessible texts and materials that suit children's ages and levels of learning;
  - providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
  - using the home or first language where appropriate.

#### Home-school links

These are in place to:

- Welcome guardians into school
- Communicate with and involve guardians in their children's learning
- Promote a multi-cultural understanding in school

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

#### Professional development

All staff are provided with opportunities for training on EAL, through the head Teacher, whose responsibility it is to provide this training when staff require it, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school. (All CPD courses for staff are allocated on a priority basis.)

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**Use of ICT**

ICT is a central resource for learning in all areas at Cambian Whinell School and would be used when relevant for meeting the needs of EAL pupils.

**Resources**

Staff who would work with EAL pupils can receive training in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to support Learning Development including EAL when necessary. If teachers do not share the student's language they can use resources to demonstrate the value of the student's language through:

- dual language texts;
- multi lingual labels around the classroom / school and
- stories from their own and other cultures.

**Effective EAL support**

This will be evidenced by:

- High standards of EAL training and curriculum content for EAL pupils
- Good leadership and management of EAL
- Pupils with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of pupils at the early stage of language learning
- Use of our 'guardian angel' system. New EAL learners can be paired with both a helper who speaks their mother tongue, wherever possible (to help them feel comfortable) and a classmate (to help them integrate into the school)
- Support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson
- The offered curriculum is relevant and sensitive
- The SMT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils
- Links with guardians are good
- The area is a strength in the school

The additional support beyond the classroom available through the SEND department will take following form:

**Key Stage 4**

Students with an appropriate level of English will continue in mainstream English lessons leading to GCSE English qualifications. Those who would find the GCSE curriculum too difficult or inappropriate will receive timetabled EAL lessons to develop their language skills.

**Key Stage 5**

Sixth formers are recommended two lessons of EAL a week during their study periods. Support for KS 5 pupils requiring EAL support will be designed to meet their social language needs first and foremost, and then designed to support specific subjects that they may be studying.

**Identification of EAL needs:**

EAL needs are identified through a range of methods, including:

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- On entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings with the child and guardians take place.
- By teaching staff recognition of the particular needs of a child, which should be fed back to the SENCo.
- Through individual meetings with the SENCo, and with the MFL teacher where appropriate (e.g. where the language spoken is one that is taught within school, and/or where facilitation of the child's development of language can clearly be assisted through the MFL department's provision).
- Through discussion with external professionals e.g. tutors, previous teachers, etc.
- Through parental information.

Guardians are asked to inform school of any language needs their child may have before entry to school. In addition to this, their teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support. Once the students have been identified and assessed, the SENCo will provide key details of the students' requirements, and advice as to appropriate strategies, through the EAL register. All should be aware that EAL students will frequently understand what is being said, well before they have confidence enough to speak themselves.

### **Provision for Learning Needs**

Students with EAL will be differentiated for in accordance with our SEND policy. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). As with all students this differentiation will be personalised by subject teachers to take into account the stage of learning attained by the student, and the methods in which they work best. Teachers will be advised and supported by the SENCo as to suitable methods for each child.

### **Curriculum Access**

- At Cambian Whinfell School teaching and learning, achievements, attitudes and well-being of all our children are important. Some of our children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- All children in our school follow the curricular requirements of the National Curriculum. Children with English as an additional language do not produce separate work.
- We do not withdraw children from lessons to receive EAL support. Teaching Assistants work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes they work with groups of children, of whom only one or two may be EAL children.

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