



Hurstmere School

English as an Additional Language Policy

Responsible:
SENCO – Mr A Reddy

Ratified by Governors:
Teaching and Learning Committee

REVIEW HISTORY

REVIEWED	RATIFICATION	CYCLE	REVIEW	NOTES
Autumn 2018	26 th September 2018	2	Autumn 2020	Change of personnel
Autumn 2020	29 th January 2021	2	Autumn 2022	Minor name and responsibility changes
Autumn 2022	10 th February 2023	2	Autumn 2024	Amendment made to percentage of school population background

English as an Additional Language Policy (EAL Policy)

Responsible: Mr A Reddy

Next Review: Autumn 2024

Statement of Commitment

The school is committed to making appropriate provision of teaching and resources of pupils for whom English is an Additional Language and for raising the achievement of minority ethnic pupils who are at risk from under achievement.

The school will identify individual needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Context of the School 7.09% of the school population have culturally and linguistically diverse backgrounds. 25 languages are spoken at the school.

Objectives

- EAL pupils are identified as those pupils who are identified as EAL if they speak a different language at home or have a different first language.
- EAL pupils are added to the SIMS database to ensure that their needs are met and that they achieve their potential.
- Teaching staff are made aware of EAL pupils through the SIMS.
- EAL pupils are integrated as fully as possible into the life of the school and are offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- EAL pupils are actively encouraged to participate in extra-curricular activities.
- The school's holistic ethos helps all pupils to feel valued members of the school community.
- EAL pupils are encouraged to thrive in a culture which may be foreign to them and to appreciate their own cultural uniqueness.

Identification, Recording and Monitoring:

The EAL co-ordinator is the SENCO

The EAL co-ordinator is responsible for the following:

- In conjunction with the Principal, developing, overseeing the implementation of, and reviewing the school's EAL policy.
- Ensuring EAL pupils are identified.
- Keeping up to date the EAL register and ensuring relevant information is passed on to school staff.
- Providing school staff with guidance and support relating to effective teaching approaches and materials for EAL pupils.
- Liaising with parents/guardians where necessary to involve them in decision making.

At Hurstmere School EAL is regarded as a whole school responsibility and as a result subject and class teachers should:

- Be aware of the influence of behaviour, attitude and cultural expectations.
- Liaise with the EAL co-ordinator.
- Plan their teaching to support EAL pupils in reaching their potential.

Identification of EAL:

The sources of information used to identify EAL pupils include:

- Information from the application form and information on the pupil database form.
- Information from previous school.
- Information from parents.

This information is used to enter pupils on the EAL List for staff reference and may be used to assess the most appropriate provision for a particular pupil. Hurstmere School recognises that most EAL pupils do not have SEN needs, however, should SEN needs be identified EAL pupils will have equal access to school SEN support.

Any pupils who are new to the country will be assessed by the AEN Department within 1 - 2 weeks of arrival. Support plans will be developed as appropriate.

Recording and Monitoring:

The names of EAL pupils are recorded in the SIMS database and on the EAL list. This list is monitored by Curriculum Leaders, the EAL co-ordinator and SLT. All pupils are tracked in line with the schools Marking and Feedback Policy, monitored and discussed, where appropriate at Pupil Focus meetings.

The school is committed to the providing data on EAL and Ethnic Minority Pupils as and when requested by the Bexley School Improvement team.

Provision:

Teaching and Learning

In the school teachers use various methods to help children who are learning English as an Additional Language:

Developing spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;

Ensuring access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

In addition:

- Lesson plans will provide differentiated learning opportunities;
- Support from a Teaching Assistant if necessary;
- Strategies for differentiation;
- Departmental support where appropriate;
- Target setting or IEP may be appropriate;
- A mentor could be assigned to the pupil, and this could be a member of staff or a peer mentor, with regular meetings to discuss problems and progress;
- Multiculturalism is promoted through the school through use of display, school assemblies, calendar events and through relevant schemes of work.

Links with other policies

This policy links to the following policies and procedures

Marking and Feedback