

English as an Additional Language (EAL)

Introduction

In our provision, all our students are important, which applies to all aspects of their education—their teaching and learning, achievements, attitudes, and well-being. We encourage all our students to aim for the highest possible standards and consider each student's needs and experiences.

Students learning English as an additional language may have linguistic skills like monolingual English-speaking students. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; multilingualism is associated with success. This provision recognises the importance of community languages in their own right and the ability of their speakers to acquire other languages.

Aims and objectives

Underlying the National Curriculum is the entitlement of all students to access all areas of learning within the primary curriculum and thereby acquire the knowledge, understanding, skills, and attitudes necessary to become successful lifelong learners and responsible citizens within the community. We seek to honour this entitlement through the education that we provide.

This policy aims to ensure that we meet all the needs of students learning English as an additional language.

Teaching and learning

In our provision, tutors use various methods to help students learn English as an additional language.

Developing their spoken and written English by:

- This experience, building on their experience of acquiring language at home and in the wider community, supports their developing use of English.
- Providing a range of opportunities for them to engage in English-speaking and listening activities with peers and adults.
- Providing bilingual support to extend vocabulary.
 - Providing opportunities for students to hear their home languages and English.
 - Providing a variety of writing in the student's home languages and in English.
- Ensuring their access to the curriculum and assessment by:
 - Using texts and materials that suit their ages and learning stages.
 - Providing support through ICT, video and audio materials, dictionaries, readers and amanuenses.
 - Using the home or first language where appropriate.

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EAL and inclusion

In our provision, we value each student as a unique individual. We will strive to meet the needs of all our students and ensure that we meet all statutory requirements related to inclusion. All students in our provision follow the requirements of the National Curriculum. We provide learning opportunities that enable all students to make good progress. We strive hard to meet the needs of all students learning English as an additional language, and we take all reasonable steps to achieve this. We sometimes withdraw students from lessons to receive small group or individual support from trained EAL tutors from EMASS, who provide advice, guidance and resources.

Assessment, recording and reporting

We record attainment and progress according to agreed provision procedures. The National Curriculum's statutory assessment arrangements allow us to make special arrangements for students learning English as an additional language. An EAL tutor may support students during the assessment periods.