



English as an Additional Language Policy

February 2020

To be reviewed February 2023

Rationale

We are committed to promoting equality of opportunity for all learners for whom English is an additional language and ensuring that they reach their full potential. At Cleeve Meadow we recognise that EAL students with additional learning needs face increased barriers to learning the host language, target language and accessing language in the classroom. We ensure that teaching for EAL students also recognises the impact of their additional needs on rates of progress and ability to access the curriculum. We work with families and multi-professional agencies to ensure we have a broad picture of the student's skills and progress.

Aims

1. To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
2. To provide pupils with access to resources which are developmentally and/or age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
3. To use key visuals and other strategies to support children's access to the curriculum.
4. To provide opportunities for learners to work collaboratively with peers using discussion as a foundation starting point.
5. To ensure that language and literacy are taught within the context of all subjects.
6. To work collaboratively with the Speech and Language Therapy Service to meet needs.
7. To actively liaise with parents to help them to support their children's learning.
8. To facilitate parents' access to school life by providing dual language information and bilingual support where possible especially for parents' evenings, school events and workshops, and to monitor parental involvement.
9. To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
10. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
11. To celebrate multilingual skills and promote linguistic diversity with all pupils.

We achieve our aims through effective liaison with relevant agencies to develop a language/communication goal for students and review them termly; a wide range of SEN strategies including visual support systems, communicate in print and other sensory media; the provision of lap-tops and other relevant communication aids (we recognise that this

particular group of students may need additional support to help keep themselves safe online particularly when using their own language to research online) monitoring through the 'STEP' assessment tool where relevant and through whole school learning assessment systems.

How we will achieve our aims

1. We will liaise with relevant agencies to develop a language/communication goal for students and review them termly
2. Use a wide range of SEN strategies including visual support systems, communicate in print and other sensory media.
3. Through the provision of lap-tops and other relevant communication aids.
4. Where relevant EAL learners will be levelled using the 'STEP' assessment tool and progress with STEPS to be tested twice annually.
5. Through learning monitoring systems to evaluate:
 - What opportunities are there to explore ideas orally and collaboratively?
 - How can teachers (or additional adults or other children) model the key subject language needed?
 - What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
 - What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
 - What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
6. We will evaluate how effective our communication is with the families of our EAL learners. We will use interpreters as necessary and ensure letters home are translated.
7. EAL learners will follow the same broad and balanced curriculum as their peers.
8. The EAL lead will evaluate the effectiveness of this policy and procedures and report to the Head of School, Executive Head and Governors.

Related Policies and Documentation:

- Teaching and Learning Policy
- Equal Opportunities Policy