



GATEWAYS
SCHOOL

Provision of English as an Additional Language (EAL) Policy

Rationale

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school. Throughout this policy, and in other related policies and documents, these pupils are referred to as "EAL pupils."

Gateways' EAL pupils are generally from a range of backgrounds and will have different linguistic backgrounds. Our EAL pupils arrive in school having had little or no exposure to English language and culture. They generally arrive in our school with some prior experience of school and with some literacy skills in their home language.

Our EAL provision will also assess if those pupils with a statement of SEN or an EHC plan require further support (see Curriculum Policy, Learning Support Policy). Additional information will be sought from parents and guardians to assist in identification of additional learning needs.

Objectives

- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- To meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.
- To ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our EAL pupils attain curriculum levels and public examination grades appropriate to their abilities.
- To monitor the progress of our EAL pupils' acquisition of English, of their general achievement and of their attainment in public examinations/end of Key Stage assessments.
- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL pupils the knowledge and skills to use English to comprehend and produce written texts.
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

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Underlying Principles

- Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English-speaking pupils.
- EAL pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well-planned, mainstream lessons, in appropriately organised mainstream classrooms, provide the best environment for acquisition of English by EAL pupils.
- The multilingualism of our EAL pupils enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support.
- Having a home language other than English is not a "learning difficulty".
- EAL pupils are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs.
- Reasonable steps will be taken to provide opportunities for children to develop and use their home language in play and learning to support their language development at home and ensure they have sufficient opportunities to learn and reach a good standard in English.
- Parents are informed of the provision available for pupils where English is an Additional Language. Regular updates are shared with parents/guardians, so they are fully aware of the progress made.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' learning and success.

The Head of Learning Support, EAL Co-Ordinator, Deputy Head of High School, Head of Prep and Head of EYFS are the members of staff responsible for coordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Being informed by staff of the identification of any EAL pupils.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum.
- Providing specialist EAL provision through specialist teaching where required.
- Maintaining an EAL register.
- Preparing pupils for International English Language Testing System (IELTS) where required for entry into university.

Admitting New Pupils:

We follow the school's normal admittance procedures, collecting and recording the following additional information:

- Country of origin
- Date of arrival in U.K.
- Pupil's first language
- Other languages spoken at home/by pupil

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- Pupil's level of literacy in these languages
- Links with pupils already in school
- Pupil's educational background

Where possible we contact previous schools. Parents/carers and pupils are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

Curriculum

We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced.

EAL pupils:

- Have access to the whole curriculum, or as much of the curriculum as practicable on an individual basis.
- Are taught with their peers.
- Are placed in groups where they will see models of good behaviour.
- Are placed in groups with fluent English speakers who will provide them with good language models.
- Are placed in as high a set as possible i.e with their intellectual/academic equals.
- Are not automatically placed with Learning Support pupils.
- Are not subjected to standardised reading tests in order to place them in teaching groups.

The placement of EAL pupils in a lower year group might be considered but only after careful consideration and negotiation with parents. On offering a place to EAL pupils this option forms part of the terms and conditions on accepting the place.

Teaching

We will:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment (Eg teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.
- Be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils.

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- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness, etc), genre features and characteristics (narrative, reports, etc).
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents/carers participation in EAL pupils' learning.

This policy is applicable to all pupils including those in the EYFS and out of school care.

Conclusion

This policy should be viewed in conjunction with Gateways Curriculum Policy, Learning Support Policy, Equal Opportunities Policy, PSHE Handbook, Schemes of Learning and EYFS Policy. The Deputy Head of High School, Head of Prep and Head of Early Years will review this policy regularly. It is devised to give equal opportunity and access to all pupils in line with Gateways' inclusion and disability policies.