EAL Policy

Policy Lead:	**Assistant Headteacher LB**
Last Review Date:	September 2021
Next Review Date:	September 2023
Approval needed by:	**Deputy Headteacher**

EAL POLICY

## 1.	Key requirements/ legal duties

This policy responds to DFE guidance and statutory obligations:

•	A Language in Common: Assessing English as an Additional Language 2000
•	Supporting Children Learning EAL, 2011
•	OFSTED Good Practice website 2012
•	English proficiency of pupils with English as an additional language, February 2020

## 2.	Key principles

2.1	To provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate and succeed

2.2	To develop their abilities to communicate in English in a variety of curriculum and social contexts

2.3	To meet our responsibilities to our EAL students by ensuring their equal access to the National Curriculum (and other educational opportunities) and the achievement of their educational potential

2.4	To be proactive in removing barriers that stand in the way of our EAL students' learning and success

2.5	To acknowledge that language is central to our identity and that the home languages and background of our EAL students should be recognised and valued

2.6	To promote multilingualism as a means of enriching our community

2.7	To foster supportive links with parents and the local community

## 3.	Context

The Oaks Academy welcomes students from a wide range of linguistic and cultural backgrounds. EAL students are not a homogenous group.

A few students are new arrivals to the country and complete beginners in learning English. Of these, some may be fully literate in their home language whilst others will have had no experience of formal schooling.

Most of our EAL students have some level of proficiency in English, having spent some or all of their schooling in UK.

EAL students may acquire the ability to communicate on a day-to-day basis in English quite quickly; however, the level of language needed for academic study is much deeper and more detailed and can require continuing long-term support.

A few of our students may have experienced trauma and this will have an impact on their learning

4.   **Procedures**

During the admission interview, The Oaks Academy obtain details about the student's linguistic background and competence in other languages and their previous educational experience. Any student who has a first or home language other than English is placed on the EAL register.

Upon entry, students on the register are assessed. This enables SLT to determine appropriate provision to support the student's learning. Students are placed in mainstream classes appropriate to their age and academic ability. Further support is provided where necessary through graduated waves of intervention. The EAL student's progress is recorded in the regular assessment cycle. The Assistant Head and Lead TA evaluate the student's progress and reviews the support provided.

Provision

EAL students:

- Are welcomed to The Oaks Academy with an induction programme if required (e.g. if beginners or mid-term entrants)
- Have access to the whole curriculum
- Are placed in a group with their intellectual/academic equals
- Have opportunities to show understanding and learning
- Are taught with their peers and have opportunities for collaborative learning in pairs/groups
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are supported by time-limited programmes of individual and group intervention where necessary
- Are given opportunities to develop any identified gifts or talents
- Are not placed on the SEND register or taught in SEND groups unless they have special educational needs. Having a home language other than English is not a special educational need.

Classroom teachers and TAs:

- Seek to support students' four language skills: listening, speaking, reading, and writing, through a range of applications, building on students' own knowledge, experience and language skills
- Employ a range of strategies within each lesson to reinforce understanding and meaning, so as to develop language in context
- Enable students to learn, actively and in context, the specialist language necessary for each subject
- Provide resources that are differentiated and communicating in a manner appropriate to a student's language and concept development

In the whole school:

• Spoken and written communication between students and teaching and non-teaching staff, and between school and parents and the local community, are positive and appropriate, including use of students' home languages where possible
• Dual/ multilingual displays are used to facilitate students' understanding and their acquisition of vocabulary
• Academy staff will receive regular professional development and advice to maximize their effectiveness in meeting the learning needs of EAL students
• The Assistant Head provides teacher colleagues with a handbook on teaching EAL students as a non-specialist. This contains: an explanation of language development; the extended NC scale for assessment of English competence, and suggested teaching strategies for EAL students in mainstream classes
• Wherever and whenever possible we benefit from the support and expertise of external agencies

5. Roles and responsibilities

The Assistant Head and Lead TA act as EAL coordinators and are responsible for: arranging the assessment, appropriate support and monitoring of progress of all EAL students; responding to requests for information about EAL students; bringing the presence and needs of EAL students to the attention of colleagues, and for advising subject colleagues on appropriate teaching strategies. The Lead TA also promotes links with local community groups and arranges support from external agencies.

All teaching staff are responsible for ensuring the progress of EAL students in their subjects. TAs are expected to support the learning of EAL students wherever possible.

The Assistant Head manages the implementation of this policy.