

Grey Court School EAL Policy 2023 - 2024

Date last reviewed:	June 2023
Committee Responsible	Full Governing Body
Designated member of staff	Ms Rebecca Gonyora (Director of Inclusion)
Date of next review:	June 2024

Introduction

At Grey Court school we celebrate the fact that many of our children speak more than one language. Some are from well-established communities, whilst others may be new to the language and culture of this country. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve to their full potential . We do this through taking account of each child's life experiences and needs. Children who are learning English as an additional language (EAL) have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Definition of EAL children

Children who have moved to an English-speaking country and whose first fluent language is other than English. Children for whom English is spoken as a second or additional language within the home.

EAL Students will need varying levels of provision.

Aims of the policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures and the use of resources and strategies to meet the needs of Students who have English as an additional language (EAL) and so to raise pupil achievement.

Key Principles of additional language acquisition

- EAL students are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages
- A clear distinction should be made between EAL and Special Educational Needs and Disability (SEND).
- Language is central to our identity. Therefore, the home languages of all students and staff should be recognised and valued. Students should be encouraged to maintain their home language and use it in the school environment.
- Although many students acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support.
- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.

Whole school approach

On entry to the school information is gathered about:

- Students' linguistic background and competence in other language/s, students' previous educational experience and students' family and biographical background
- The school celebrates and reflects linguistic plurality in all areas of the school.
- Information is gathered on admission from parents about the student's background and level of English.
- Parents are given information booklet about school and homework procedures as well as extracurricular activities (translated if possible)
- Assess students level in their home language where possible.(pick up on SEN needs)
- Students are assessed on arrival and English support is planned according to English level following the same structure as SEN - EAL monitoring, EAL (in class by teachers and LSA's) support and EAL intervention..
- The EAL coordinator informs teachers and LSA's about students' background and level of English.
- Students are allocated trained buddies who are supervised
- Tablets or translation devices are provided to students as resources allow
- Form teachers are asked to integrate students into form by using quizzes about the students home country or sharing slides with information.The emphasis should be on an opportunity to learn something new and interesting .
- Students are invited to join EAL lunch club which takes place 3 times a week..
- Student Support Officers monitor for any issues or difficulties to ensure students feel safe and valued.
- The EAL coordinator conducts learning walks to see how students are seated, and observe their learning.
- SEN issues are identified if necessary and action taken promptly.
- Adaptive teaching strategies are disseminated to teachers and implemented across school to ensure the EAL student can access work in the class.

- All staff receive ongoing diversity training to value difference and intersectionality.
- Any issues to do with discrimination are addressed via the school's diversity policy.
- Teachers maintain a link with parents and give advice about ways students can be supported at home.
- Parents are invited to be involved in school activities as volunteers
- Links are made with external agencies in the community where needed
- Students are invited to participate in whole school multicultural events to promote diversity.
- Provision is made for religious observance such as Ramadan and prayer rooms, and information disseminated to teachers.
- Information and awareness of different cultures is circulated in the school

Teachers monitor progress by:

- Setting targets for EAL Students that are appropriate, challenging and reviewed on a regular basis.
- Ensuring that their planning for EAL Students incorporates both curriculum and EAL-specific objectives.
- Regularly observing, assessing and recording information about Students' developing use of language.

Special Educational Needs and Disability (SEND)

Most EAL Students needing additional support do not have SEND. Should SEND be identified, EAL Students have equal access to the school's SEND provision. If EAL Students are identified as SEND, they have equal access to the school's provision.

Parental involvement

We strive to encourage parental involvement by

- Holding events such as multi-cultural evenings
- Providing a welcoming induction process for newly arrived students and their families/carers.
- Using plain English, translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of students and establishing contact with wider community where possible.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Please contact our EAL coordinator for further details or if you need a translated version of the policy. Ms [Preeya NAIR](mailto:pnair@greycourt.org.uk) pnair@greycourt.org.uk

