

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY



The school is committed to making appropriate provision of teaching and resources for students for whom English is an Additional Language and for raising the achievement of minority ethnic students who are at risk of under achievement.

The school will identify individual student's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

The school will endeavour to provide a welcoming and secure environment which will enable the students to feel settled and thrive within the school and the wider community.

Arrival

Students are admitted through the normal admissions procedure. We will provide a welcoming admissions process and, where possible, mother-tongue support.

Liaison with feeder schools should highlight EAL students and give relevant background information.

Assessment and Target Setting

Initial Assessment

Students who have been identified as having little or no spoken English will be assessed individually for their levels of verbal and written competency. If needed, mother tongue support will be provided to ensure full accessibility.

Target Setting

Curriculum staff will ensure that appropriate targets are set for identified EAL students. These will be reviewed on a regular basis.

The school recognises that most EAL students needing additional English do not have SEN. However, should SEN be identified during assessment, EAL students will have equal access to school SEN provision.

Teaching and Learning

The school will provide a system whereby staff are able to share planning and information to support the EAL students. Plans will identify language demands of the National Curriculum and provide differentiated learning opportunities matched to EAL students' needs. This will include access to internet enabled netbooks and key words and phrases for subject areas. Texts can be provided in mother-tongue if needed.

The school will ensure that EAL students are given full access to the National Literacy and Numeracy strategies. Opportunities for staff training will be provided for specific focus on the inclusion and challenges faced by the EAL students.

The school will allocate a budget to provide appropriate teaching materials and training.

Monitoring and Review

The school data will include relevant information on all minority ethnic/EAL students. As an identified, vulnerable group their progress will be closely monitored and intervention put in place if they are not achieving at the same level as their peers.

Pastoral

The school endeavours to ensure the emotional well-being of individual EAL students. Strategies will include: allocation of named keyworkers, introduction to the relevant Heads of Year and pastoral team and access to the school's Positive Support programme. Parents will have the opportunity to visit the school in order to ease any concerns they may have. The school will also provide accessible communication strategies to support parental involvement. Letters can be translated into the appropriate chosen language if deemed necessary.

All staff are committed to providing a respectful, safe and secure environment, being sensitive to the previous experiences of the individual students and their families.

Post-16

All EAL students will be included in whole school Careers Guidance. Their skill, interests and aspirations will be discussed so that they have a clear action plan. Additional help will be given to students and parents if required. This could take the form of help with application forms, extra college visits and additional advice from Careers Personal Advisor.

Health and Safety

Visual aids will be provided within the practical subject areas of the school. Where necessary, individual students will be shown where to access medical attention and walked through the school's fire drill procedure, should an emergency arise.

Student Voice

Students with EAL will be given the opportunity to provide feedback. This will then assist with supporting EAL students in the future.