

Egerton Rothesay School

English as an Additional Language (EAL) Policy

Introduction

Egerton Rothesay School is flexible and open to applications from prospective pupils from any ethnic or national background. The School is committed to making appropriate provision for the teaching and learning and the overall well-being/pastoral care of any pupil for whom English is an additional language (EAL).

We define a child who has EAL as one for who English is not the first language spoken at home and who is in the process of learning to use English as an additional language for educational purposes. For such a child the school aims to provide linguistic support across the curriculum as necessary and to offer any additional welfare support that may be needed as a result of their background.

Lack of English does not equate to a lack of knowledge, skills or understanding and having a home language other than English is not considered a learning difficulty, however the School recognises that a child who has EAL may also have learning difficulties of some sort. These would be addressed in line with our SEN policy.

We recognise that EAL pupils are likely to learn most efficiently when working in collaborative groups with able and fluent English speakers and are unlikely to want to be identified and 'singled out' as different. We will therefore approach each child who has EAL sensitively, as an individual and with the purpose of tailoring provision according to their needs.

Aims:

We aim to ensure that pupils who have English as an additional language will:

- Use English confidently and competently within school
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures

As a school we will:

- Ensure that the pupil's form tutor/ class teacher and base leader are monitoring and supporting the pupil's welfare and well-being
- Ensure all teaching staff are informed when a pupil who has EAL is joining one of their classes
- Ensure that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Differentiate in the planning of lessons if required
- Make staff aware that although a pupil may have become conversationally fluent they may not yet have become a fluent writer
- Provide additional learning support for EAL outside of normal lesson times where appropriate
- Provide access to statutory assessments making full use of special/ access arrangements
- Provide appropriate funding for resources and training of staff if required
- Recognise the importance of the role of parents and the need to communicate with parents in their first language where appropriate and possible

Review

This policy will be reviewed every three years or more frequently if required.

Policy approved by: David Vesey (on behalf of Governing Body) Date:14.8.18
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Next Review (latest):August 2021
