



Learning Opportunities EAL Policy

Rationale

In our school the teaching and learning, achievements, attitudes and well-being of all students are important. We encourage all students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs when we are delivering their individual curriculum. A number of our students may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Students who are learning English as an additional language may have skills and knowledge about language similar to monolingual English-speaking children. It is important to consider their language development in the context of their identified special educational needs in addition to their EAL needs.

Definition

In defining EAL we have adopted the following definition: 'An EAL student is a student whose first language is not English. This encompasses students who are fully bilingual and all those at different stages of learning English.' EAL students may be:

- Newly arrived from a foreign country and school.
- Newly arrived from a foreign country, but an English speaking school.
- Born abroad but moved to the UK at some point before starting school; Born in the UK, but in a family where the main language is not English.

School Ethos

We provide equality of access to the curriculum for all our students, including those for whom English is an Additional Language. This is achieved by a whole school approach. We believe we have created a learning environment that allows all children to experience, understand and celebrate diversity. A learning environment that includes a varied range of teaching and learning strategies, multicultural resources, displays and whole school theme days that embrace a range of world cultural events.

Our School seeks to ensure that all students are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL students will be encouraged to play a full part in all learning opportunities. We believe that EAL learners make the best progress within a whole school context, where students are educated with their peers. The school structure, pastoral care and overall ethos aim to help EAL students integrate into the school whilst valuing diversity.

Students that enter the school with little or no English will be given the opportunity to complete assessments and school work in their home language, a program of support for a transition of languages will be implemented when students are secure in their new setting.

- Classrooms will be arranged to be socially and culturally inclusive.
- Teachers recognise the student's mother tongue, identifying their strengths, boosting the individual's self-esteem, and enabling the student to become bi-lingual.
- Staff acknowledges the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class.
- We also recognise that support may be necessary beyond the time a student appears orally fluent.

Aims

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

The National Curriculum secures entitlement for all students to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

At Learning Opportunities teachers take action to help students who are learning English as an additional language by various means including:

- giving all students the opportunity to overcome any barrier to learning.
- welcoming and valuing the cultural, linguistic and educational experiences that students with EAL bring to the school whenever possible.
- implementing appropriate strategies to ensure that EAL students are supported in accessing the full curriculum.
- helping EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- encouraging students to practise and extend their use of English.
- encouraging and enabling parental / carer support in improving student's language skills.

Developing their communication skills by:

- displaying key vocabulary.
- providing a range of materials that highlight the different ways in which English is used.
- ensuring that there are effective opportunities for talking and communicating, and that talking can be used to support writing.
- encouraging children to transfer their knowledge, skills and understanding of one language to another.
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- using accessible materials that suit children's ages and levels of learning.
- providing support through ICT, video or audio materials, dictionaries and translators.
- using the home or first language where appropriate.

Objectives

- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages and which celebrates the multi-lingual nature of students.
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the school, facilitating full access to the curriculum
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress in order to make decisions about classroom management and curriculum planning.
- Raise achievement of students with EAL by working in partnership with their parents / carers

Curriculum access

All students at Learning Opportunities follow the curricular requirements of the National Curriculum, differentiated to be accessible for their ability and interests. Students with English as an additional language do not necessarily undertake and produce separate work, unless within a focused target intervention group.

We do withdraw students from lessons to receive EAL support in order to support those who are targeted and in need of additional small group work, in addition to those students who are new to English. Across the school we plan opportunities for all students to develop their English and communication skills, and we provide support to help them take part in activities.

Teachers will help students learning English as an additional language in a variety of ways including:

- By planning differentiated work for if necessary.
- By setting appropriate expectations; encouraging students to contribute and give more than one word answers.
- By monitoring progress carefully and ensuring that EAL students are set appropriate and challenging learning objectives.
- Recognising that EAL students may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging students to transfer their knowledge, skills and understanding of one language to another.

Equality, Diversity & Inclusion - refer to our race equality, cultural diversity & inclusion policy

Through a whole school approach, Learning Opportunities is committed to equality of opportunity for all students and staff where everyone is treated with mutual respect.

Throughout the school, we create safe spaces for all members of our community to talk about how issues of discrimination affect them on a personal, classroom- and school-wide level. We believe that in order to make effective change, we need to take practical steps to address any inequality encountered.

Reviewed: September 2023

Next Review: September 2025