

English as an additional language policy

Al Ameen Primary School



Approved by: Mohammed Rahman (Head Teacher)

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Next review due by: January 2021

Signed: M A Rahman

This document is written with reference to:

- Admissions policy
- Curriculum policy
- Monitoring & Evaluation policy
- Gifted, Talented & Enrichment policy
- Special Educational Needs & Disabilities (SEND) policy

This policy is monitored by the Head Teacher /SENCo and the Deputy Head. It will be reviewed biennially.

Introduction

At Al Ameen, we celebrate the fact that a number of our children speak more than one language and the diversity that this can bring to the school environment. We also recognise that this means that these children may have particular learning requirements linked to their progress in learning English as an additional language, which may affect all areas of the curriculum.

Definition

English as an additional language (EAL) is defined as when a pupil's L1 (mother tongue) is not English.

Aim

To be aware of and meet the needs of those children for whom English is an additional language (EAL), and also of those who may be exposed to another language at home, even though English is their first language (i.e. not EAL).

Objectives

To develop a pupil's fluency in, and knowledge and appreciation of, the English language, with the aim of bringing it up to the standard that might be expected of their peer group.

To ensure proper educational integration, so that a pupil may access all the opportunities available at Al Ameen.

To communicate effectively with all staff to ensure that they are aware of all pupils with EAL and the support that they may need in class or in addition.

To maintain an up to date register of pupils with EAL.

To provide in-class or additional support to pupils with EAL, as required.

Provision

Provision for those with EAL is dependent on the language level of the individual. Pupils with EAL who are at the early stages of speaking English may need additional 1:1 lessons or support in class. More advanced learners of EAL can usually be supported within the classroom. For younger pupils, often simply immersing them in English in their classroom can make a significant and rapid difference. All pupils are monitored to ensure that the provision matches their needs.

We are mindful that EAL needs may surface as pupils progress with their education; when required to access complex texts for example. However, we are also aware that many pupils with EAL will have no language support needs during their time at Al Ameen.

In order to ensure proper educational integration, the following strategies are employed:

- Pupils with EAL are made to feel welcome and valued.
- Staff are made aware of EAL pupils.
- Routines are established and visual prompts and timetables employed, as appropriate.
- Teachers provide a variety of speaking and listening opportunities, with adult and peer models, to ensure that pupils with EAL develop their vocabulary and sentence structure.
- Talking is used effectively to support practical and written activities.
- Additional in-class language support is provided as appropriate, through repetition, modelling, peer and adult support.
- Teachers ensure that key words and technical terms are explained clearly, using visual aids where necessary.
- Teachers provide opportunities for speaking and writing for a variety of purposes, and significant features of different genres are identified.
- Visual aids are used to support understanding e.g. pictures, photographs, posters, maps, charts,

- key vocabulary.
- ICT is used, where appropriate, to enhance understanding.
- Specific additional provision for pupils with EAL is made on a need by need basis, and may involve liaison with an external tutor. A Personal Learning Plan (PLP) may be drawn up if appropriate to map out the learning journey for EAL pupils. This may be the case until the school decides the ongoing provision in the class is sufficient for the child's needs.
- Close liaison with parents is established and maintained.

Special Educational Needs (SEND) and Gifted and Talented Pupils

A clear distinction is made between pupils with EAL and those with Special Educational Needs. Most do not have SEN. However, should SEN be identified, pupils with EAL have equal access to the school's SEN provision. Similarly, pupils with EAL identified as Gifted and Talented have equal access to the school's provision.

Assessment

The language level of pupils with EAL is assessed on entry to the school through class-based observation and assessment.

As pupils progress through the school, reading, spelling and comprehension are assessed in the same way as their peers.

The attainment of pupils with EAL is monitored to ensure that their progress is comparable with that of their peers and that any needs arising are addressed appropriately.

Resources

The school libraries hold a wide range of fact and fiction books which represent and celebrate cultural diversity. Many of our staff speak different languages and their experiences and support is used throughout the school.