

	<b>POLICY TITLE:</b>	<b>English as an Additional Language (EAL)</b>
<b>Kingsmead Academy T/A Kingsmead School</b>		
<b>Committee/Person Responsible for Policy:</b>		Head Teacher Provision & Progress Sub-Committee
<b>Date Approved by Governing Body:</b>		July 2019
<b>Date of Last Review:</b>		Term 6 2018/19
<b>Next Review Due:</b>		Term 6 – 2020/21
<b>Associated policies:</b>		Teaching and Learning; Marking and Feedback; Literacy across the Curriculum; Home Learning; Departmental Schemes of Work and Handbooks; Intervention ; Numeracy across the Curriculum: Staff code of conduct

## English as an Additional Language (EAL)

### Statement of Aims

Kingsmead is committed to making appropriate provision for teaching and resources for students for whom English is an additional language and for raising the achievement of ethnic minority students who are at risk of underachieving. We will recognise individual students' needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

We aim to ensure that all EAL students are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Where appropriate, make use of their knowledge of other languages.

### Key Principles for Additional Language Acquisition:

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the learning and teaching of every subject.

- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- All students have an entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity; teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from a well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

## **Teaching and Learning**

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences.

Classroom activities will have clear language development and learning objectives and appropriate support and resources employed to ensure that students are able to participate in lessons. Grouping and setting arrangements will be reviewed to ensure that EAL learners have access to strong English language peer models.

Where possible and appropriate the School will provide opportunities for EAL students to take a GCSE examination in the home/first language. Where students would benefit from tuition to achieve this, the Academy will seek to make links with other local secondary schools and/or community/supplementary schools for this provision.

Back-up sessions will be provided for those students who are significantly behind their peer group in language and literacy instead of taking up a second additional language.

## **Identification**

Information will be gathered about students' linguistic background and previous educational and schooling experience.

EAL students will be identified through the information provided on entry by parents and primary schools. Students may also be identified by feedback from subject staff, curriculum leaders and learning coaches. Details will be recorded in the SIMS system.

The AEN team in addition to the monitoring via the whole school monitoring system to ensure student progress will monitor students identified as having English as an Additional Language.

Where student achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place by the AEN team.

Information related to students EAL needs is passed on to subject teachers by the AEN coordinator.

## **Special Educational Needs and Gifted and Talented Students**

Kingsmead School recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL students will have equal access to SEN provision. Similarly, we recognise that there may be EAL students who are Gifted or Talented even though they may not be fully fluent in English. EAL and SEN staff will work together to ensure a co-ordinated approach where any of the above applies.

## **Assessment and Record Keeping**

Staff will have regular liaison to discuss student progress, needs and targets.

The School will ensure that all EAL students have regular formative EAL assessments involving the County's EAL service as required, making full use of special arrangements including first language assessment/ support where appropriate.

Kingsmead School will analyse EAL/Minority Ethnic student achievement and regularly evaluate the effectiveness of additional support provided in terms of student progress.

## **Resources**

A range of resources will be used to support students' linguistic development including computer software, bilingual dictionaries (where students are literate in first language), thesaurus', key word lists, key visuals/graphic organisers to support organisation of language and thinking across the curriculum. The MFL department will support students in acquiring a GCSE/national qualification in their first language whenever possible.

## **Parents/Carers and the Wider Community**

We aim to provide a welcoming admission process for the induction, assessment and support of all new students and their families.

## **Staff Development**

Kingsmead School will ensure that all staff know about learning and teaching EAL in the curriculum and that those staff carrying out specialist EAL roles receive subject specific professional development to ensure that provision for EAL students is appropriately delivered.