



NEWLAND ST JOHN'S C OF E ACADEMY

'Living, Learning and Growing in the Love of God'

English as an Additional Language Policy (EAL)

Aim

The aim in teaching English as an additional language is that all children should be able to:
Use English confidently and competently
Use English as a means of learning across the curriculum.

Monitoring

Class teachers will monitor progress. A co-ordinator will have an overview of standards throughout the school. A list of EAL children will be kept up to date to facilitate this process.

In examinations and tests, permission will be required from the LA for the following special arrangements to be applied if necessary:

- Additional time
- Transcribers
- Early opening of test packs
- Reader
- Use of bilingual dictionary (not allowed in English exams)

When a child is receiving support, the same sort of support still applies in test conditions.

Links with Families

The school will develop and maintain links with families, initially to gain information about children's prior learning and then to feedback on their further progress, with translation or interpretation where necessary. Where appropriate, reports or other communication can be provided in home languages. Homework should be realistic and accessible.

Resources

In addition, resources, mostly in the form of dictionaries, ICT programmes, taped books and visual aids supporting cultural diversity, will be built up. Libraries and other sources of support will be explored. School will make use of Minority and Ethnic Team resources.

Religious / Cultural Awareness

The school must be aware of, and sensitive to, children's religious and cultural needs.

- Sensitivity during long periods of fasting e.g. Ramadan.
- Children may need time away from school for exams in their mother tongue.
- Long absences for visits to home country, important in maintaining family and cultural links.
- P.E./Games dress code may be different for Islamic girls.
- Morning Worship – all children will attend but may go out during prayers and hymns as appropriate and if requested by parents / carers.
- The presence of children from different cultural backgrounds will be seen as providing opportunities in the areas of Spiritual, Moral and Cultural Development and PSHE across the school.

Current Practice

1. **Initial visit to the school** – meeting with parent and child to complete form to gather background information and for parent and pupil to look round the school and meet the class teacher. It may be necessary to use an interpreter on some occasions.
2. **Assessment Period** – identify and assess over a 6 week period (approximately) the needs of children new to English. Where necessary an individual programme will be produced (which is sometimes followed out of the classroom) to prepare children for access to the curriculum. The class teacher at this stage will be providing extra input in terms of classroom vocabulary, instructions and targeting on specific issues which arise.
3. **Support** –The class teacher at this stage may be focusing on subject-specific vocabulary and extra or adapted visual resources may be needed to enable the child to have full access. Teaching Assistants will work alongside the children in the class, as well as withdrawing them for 1-1 work in small steps or work with the teaching assistant assigned to EAL. The quantity of support for the children is limited by the time available from the LA. Priorities are set as all children cannot be supported within existing provision. Children can be supported by SENSS, volunteers, peer groups and parents / carers. Most children with English as an Additional Language do not have Special Educational Needs – the priority is to ensure access to English. When it is suspected that an EAL pupil will have special needs, the Authority's Code of Practice must be followed.

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