ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Pupils for whom English is an additional language (EAL) have educational needs of a particular kind. Their progress depends on the School clarifying their needs and meeting them. All pupils with EAL are identified on entry to the school.

Where possible and appropriate pupils with EAL are taught within the classroom setting with their peers, however pupils may also be withdrawn from lessons and provided individual guidance and support.

The learning support team offer advice and direct help and all pupils' teachers are supported by relevant advice and, where appropriate, teaching materials. Pupils with EAL have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

The ability of pupils with EAL to take part in the curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.

Teachers should take action to help pupils with EAL by, for example:

(a) Developing their spoken and written English through:

- Ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms and making subject-specific language clear in lessons.

- Explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects.

- Providing a variety of reading material for example, pupils' own work, the media, ICT, literature, reference books that highlight the different ways in which English is used, especially those that help pupils to understand society and culture.

- Ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects.

- Where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages.

- Building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

(b) Ensuring access to the curriculum and assessment through:

- Using accessible texts and materials that suit pupils' ages and levels of learning.

- Providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses.

- Using home or first language, where appropriate and/or possible.