

EAL POLICY

(English as an Additional Language)



Date of Policy: September 2020

Review Date*: September 2021

Coordinator (s): Mrs C Grocutt

Governor: Mr D Oxley

*** Policy Review: Annually unless otherwise dictated by the FGB (Full Governing Body) or by changes in legislation.**

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INTRODUCTION

Tower College is an Independent Christian school dedicated to providing high quality care and education for children aged 0 to 16. Achievement, belonging and compassion make up the core values of the school and are what make Tower College so outstanding. A challenging curriculum and high expectations encourage our pupils to unlock their potential in a positive and nurturing environment that allows them to flourish.

ADMISSION

The admission arrangements for Tower College are in accordance with national legislation, namely, The Equality Act 2010. Thus, all applications will be considered in line with current guidance and no child will be discriminated against or treated unfairly.

DEFINITION OF ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The Department of Education define a pupil with EAL as someone 'who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community'.

EQUALITY AND INCLUSION

Tower College welcomes diversity and celebrates the fact that some pupils are able to speak more than one language as bilingualism is a strength. We believe that all pupils have the right to take a full and active part in school life and should not be discriminated against for any reason. Tower College promotes inclusion and is committed to supporting and meeting the needs of all, including pupils with English as an additional Language.

EAL AND SEN

Tower College is aware of the fact that EAL pupils do not have special educational needs, they require additional support in language acquisition and development. However, if a concern is raised about a pupil with EAL having a special educational need, then the pupil will have access to the provisions laid out in the SEND Policy. We also recognise that a pupil with EAL may also be working to a higher level than that of their peers despite learning English as an additional language and may be considered to be gifted and talented.

AIMS AND OBJECTIVES

- To provide opportunities for pupils to develop and use their home language in play and learning.
- To have high expectations of every pupil
- To promote diversity.
- To value every pupils' culture and language.
- To monitor and review pupils' progress.
- To encourage positive attitudes and equality within the school.
- To provide high quality personalised and differentiated teaching for EAL pupils.
- Ensure pupils with EAL have full access to a challenging and stimulating curriculum.
- To remove barriers to learning in order to enable all pupils to achieve their full potential.
- To promote a positive relationship with parents and ensure that they participate in decisions regarding their child.
- To ensure that pupils participate in decision making in line with Article 12 of the United Nations Convention on the rights of the child.
- To provide the appropriate provision and resources for pupils with EAL

THE ROLE OF THE PRINCIPAL

- Overseeing the provision for pupils' with EAL
- Ensuring EAL provision is managed effectively.
- Keeping the board of governors well informed about EAL provision within school.

ROLE OF THE BOARD OF GOVERNORS

- To have responsibility for the effective implementation, monitoring and evaluation of the EAL Policy.
- To develop and maintain an awareness of EAL provision within school.

THE ROLE OF THE NOMINATED GOVERNOR

- To oversee the schools' arrangement for EAL
- To support the implementation of the schools EAL Policy
- To develop and maintain an awareness of EAL provision on behalf of the Governors
- To liaise with the SENCO on a regular basis to monitor and review the provision in place.
- Report on a termly basis to the full governing body on the implementation of the school's EAL policy.

THE ROLE OF THE EAL CO-ORDINATOR

The designated EAL Co-ordinator is the SENCO and has a duty to:

- Co-ordinate support for pupils with EAL.
- Ensure all pupils have full access to the curriculum
- Keep an up to date register for pupils with EAL.
- Be aware of and overcome potential barriers to learning.
- Ensure that pupils with EAL have the same opportunities and access to learning as that of their peers.
- Ensure that all staff are aware of their duty to provide support for pupils with EAL.
- Implement and develop the EAL Policy.
- Assist staff in identifying, assessing and planning for pupils' needs.
Evaluate the impact and effectiveness of interventions for pupils with EAL.
- Work with the Principal and Senior Management team in support of EAL pupils.
- Work with parents in supporting the child.
- Liaise with the school's EAL Governor, keeping him/her informed of current issues regarding provision for children with EAL.
- Attend relevant training courses.
- Ensure appropriate assessment tools and resources are used to support pupils with EAL.

ROLE OF THE TEACHER

The class/subject teacher has a duty to:

- Be responsible for the progress and development of all pupils.
- Ensure that EAL pupils fully comprehend what is required of them.
- Build confidence in EAL pupils.
- Ensure that EAL pupils' needs are identified and included when planning lessons.
- Utilise appropriate resources and strategies to support EAL pupils, including, writing frames, visual and verbal support
- Set clear and challenging targets for EAL pupils
- Monitor and review pupils' progress regularly.
- Ensure that EAL pupils are fully participating.
- Provide opportunities for effective discussions in order to support writing.
- Work with the EAL Co-ordinator in implementing strategies.
- Follow advice provided by the EAL Co-ordinator.
- Liaise with and support parents.
- Have high expectations of pupils.
- Monitor and review the progress of pupils with EAL.
- Work closely with SENCO in supporting children with EAL.
- Provide high quality, differentiated and individualised teaching strategies.
- For subject teachers to communicate effectively in order to support pupils needs.
- Be aware of and overcome potential barriers to learning.
- Involve the pupil in decision making and take their views into account.
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Provide opportunities for children to hear and use their home language in the school setting.
- Encourage pupils to work in small groups or with a partner in order to support language

PROVISION FOR EAL PUPILS

Tower College is committed to making provision for pupils' with EAL and are continually looking at ways in which we can develop and improve.

Currently the Pre-Prep department run a lunchtime club in support of EAL pupils. The club focuses on building confidence and developing language skills through play and has proven very effective in supporting pupils with EAL.

Extra support is also provided in way of individual or small group interventions if deemed appropriate.

EVALUATING THE SUCCESS OF PROVISION

We will evaluate the success of provision in a variety of ways, including:

- The views of parents, pupils and staff.
- Through careful monitoring of the impact of interventions.
- Whether effective progress is being made.

WORKING WITH PARENTS

Tower College aims to involve parents in decisions regarding EAL provision for their child and are always available to discuss any concerns.

Information is shared in the following ways:

- Parents' evenings
- Discussions with the class teacher
- Contact with the EAL Co-ordinator via email or in person.

STAFF TRAINING (CPD)

Tower College is committed to providing regular training and learning opportunities for staff in supporting pupils with EAL. Ensuring that staff have access to up to date teaching methods will improve outcomes for pupils with EAL and all staff are able to apply for any courses they feel will be of benefit.

COMPLAINTS PROCEDURE

If a parent has any concerns regarding the care or welfare of their child, an appointment can be made to see the Principal, Vice Principal, Head of Department or the SENCO, who will be able to advise on formal procedures for complaint.