

## **Bickley Park School**

### **EAL Policy**

#### **Aims**

Bickley Park School expects its pupils to become confident language users and to explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically. It is the aim of the whole school community to value the home language.

#### **Introduction**

At Bickley Park School, the teaching and learning, achievements, attitudes and wellbeing of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking into account each child's life experiences and needs.

There is an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in his/her own culture is crucial for his/her self-esteem.

#### **Aims and Objectives**

The school curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote principles of fairness and justice for all through the education that we provide in our school.

The language development of all pupils is the responsibility of all teachers and teaching support staff. The aim of this policy is to help ensure we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

#### **Identification and assessment**

On admission, parents are asked whether their children predominantly speak or are exposed to another language at home and the first language they acquired. A register of pupils is kept whose language is not English and the language is recorded.

In addition to this, the Prep and Pre-Prep SENCOs will assess the pupil's fluency level as soon as possible and liaise with colleagues to continue to identify and assess the pupil's language acquisition and attainment within the school curriculum.

#### **Teachers take action to raise the attainment of pupils with EAL by:**

- Giving pupils access to the curriculum as quickly as possible
- Providing pupils with opportunities to carry out activities alongside good models of English
- Extending pupils' knowledge and use of English
- Providing additional in-class and withdrawal support for pupils according to their individual needs
- Developing an understanding of, and valuing, pupils' home languages
- Pre-teaching topic/subject specific vocabulary

- Using visual and auditory resources
- Assessing pupils with EAL to establish their needs and progress
- Liaising with the SENCOs to identify EAL pupils who may additionally have SEND
- Being aware that an EAL pupil's social language may be much more advanced than their academic language

**The EAL lead will:**

- Maximise opportunities for in-service training
- Support in areas of the school where the pupils' needs are greatest
- Keep abreast of educational guidance on EAL issues
- Co-ordinate the monitoring and reporting on all EAL pupils' language and academic progress
- Manage registers of EAL children to ensure needs are met

**Effective EAL support**

We will:

- Plan for and provide appropriate stimuli for language development
- Provide well planned lessons in appropriately organised classrooms creating the best environment for acquisition of English by EAL pupils
- Aim for high standards of EAL teaching and curriculum content for EAL pupils
- Provide good leadership and management of EAL
- Sufficiently challenge and support pupils with EAL so they can reach their potential
- Ensure that support takes account of pupils at the early stage of language learning
- Ensure that support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- Offer a curriculum that is relevant and sensitive
- Consider our own language use and provide suitable contextual clues for EAL pupils
- Involve the SLT in the monitoring, deployment and quality of provision for the support of EAL pupils
- Create good links with parents and encourage parents' participation in EAL pupils' learning

**Home-school links**

Strategies are in place to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school
- The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

This is a whole school policy, including the EYFS department.

<b>Author</b>	SENCOs	
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