

# English as an Additional Language Policy

**Adopted Date:** 01/09/2023

**Review Date:** 01/09/2024

## **Equality and Inclusion Statement:**

We include our equality statement in the beginning of all policies to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

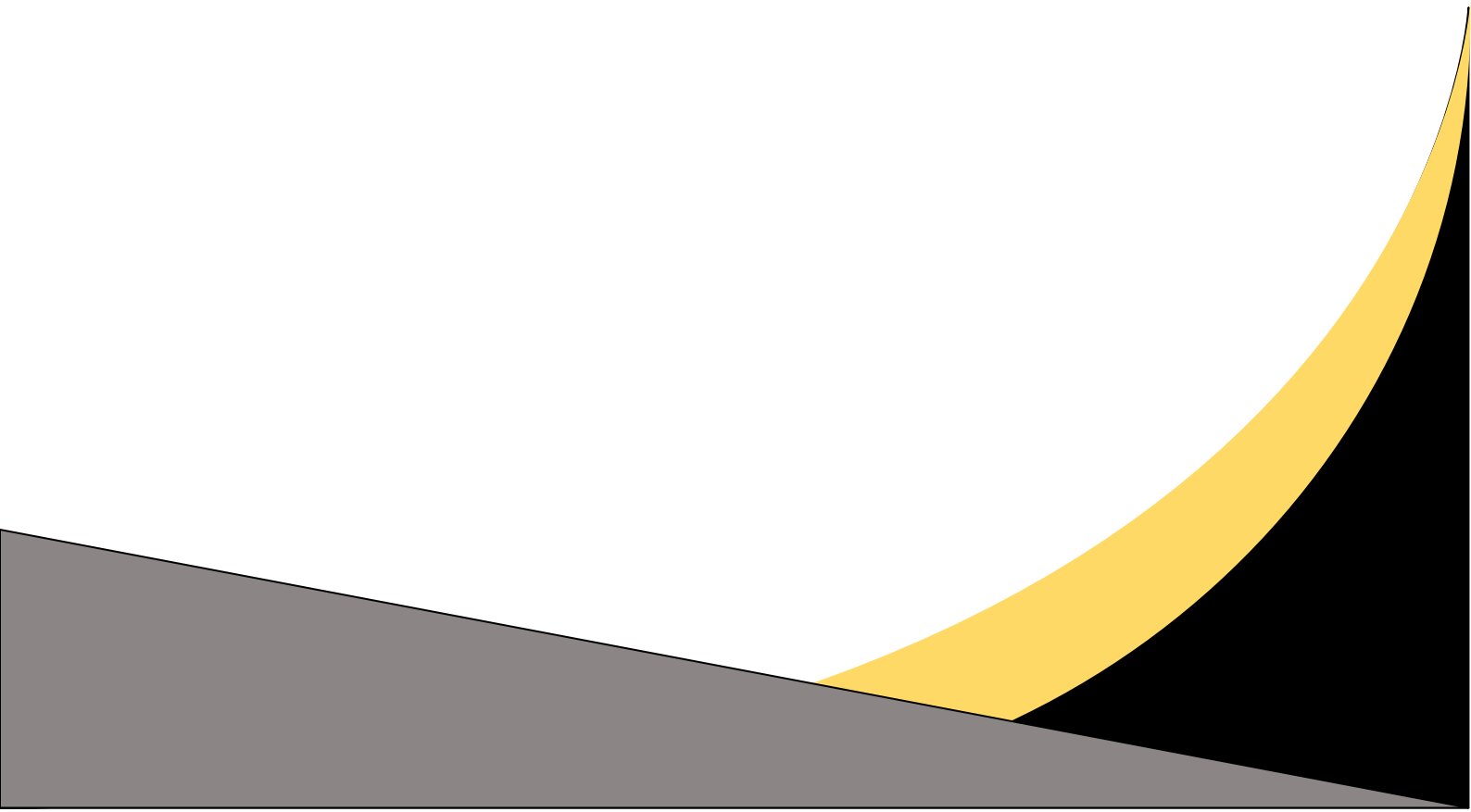
In practice, due regard means that the governing board and the leadership team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

All members of Apex Specialist Education community are responsible for promoting Apex Specialist Education's equality statement and are obliged to respect and act in accordance with it.

For further information please see Apex Specialist Education's Equality and Diversity Policy.

## **Contents:**

- 1.** Introduction
  - 2.** Aims and Objectives
  - 3.** Roles and responsibilities
  - 4.** Support
  - 5.** Inclusion
  - 6.** Initial assessments
  - 7.** Classroom practice
  - 8.** Access to the curriculum
  - 9.** Working with parents/carers
  - 10.** Special Educational needs (SEN)
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## 1. Introduction

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at Apex Specialist Education are given the best chance possible to reach their full potential.

## 2. Aims and Objectives

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to Apex Specialist Education.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout Apex Specialist Education.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

### **3. Roles and responsibilities**

#### **Responsible practitioner for pupils with EAL**

The staff member responsible for pupils in Apex Specialist Education with EAL is Mr Callan Glean. Their responsibilities include:

- Co-ordinating the efficient timetabling of pupils with EAL.
- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with parents.

#### **EAL teaching support**

Whilst all of our staff undergo routine training, to support pupils with EAL; Apex Specialist Education has employed the following staff who have direct experience in supporting pupils with EAL:

- Ms. R. Holt
- Mrs. J. McCann

The responsibilities of EAL teachers are:

- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.
- Teaching small groups of pupils with EAL.
- Providing classroom support.
- Liaising with teaching staff.
- Advising on strategies to support and include pupils with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to adapt work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language national examinations.
- Developing relationships between Apex Specialist Education and parents of pupils with EAL.
- Acting as consultants to staff on language-related issues.
- Acting as consultants to staff on equal opportunity and race equality issues.

## **The role of all staff members**

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

### **4. Support**

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. The induction period, typically lasts six weeks but may vary depending on pupils' progress.

In-class support and small group work is utilised as soon as the pupil can be successfully integrated into the classroom environment. The pupil will still spend time with their intervention teacher on a daily basis.

### **5. Inclusion**

Apex Specialist Education utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout Apex Specialist Education, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, Apex Specialist Education encourages wider integration to promote inclusion and to improve pupils' understanding of English.

## 6. Initial assessments

Where a pupil has been identified as having EAL, we will conduct an initial assessment to inform support strategies. Our principles for this are as follows:

- Apex Specialist Education will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.
- The assessment will be carried out by a teacher with EAL experience using the British Picture Vocabulary Test
- Completed assessments are held on the pupil's profile and an initial report is written to demonstrate need.
- Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning.
- The pupil and the parents of the pupil may view the assessment at any time.

## 7. Classroom practice

The following expectations are embedded within our learning offer:

- Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.
- Classroom activities will be matched to pupils' needs and abilities.
- Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- Where possible, the following practices will be utilised to improve pupils' literacy:
  - Utilisation of the pupil's first language expertise.
  - The provision of writing frames.
  - The use of props.
- Language skills will be developed through:
  - Collaborative activities involving spoken communication.
  - Feedback opportunities and conversations.
  - Good models provided by peers.
- Active participation will be encouraged by:
  - Grouping pupils in mixed ability groups to develop language skills.
  - 'Expert' readers and writers present in each group to provide assistance and model language.
- Classroom displays will reflect cultural and linguistic diversity.
- Assessment methods will allow pupils to show what they can do in all curriculum areas.
- Bilingual dictionaries are available to aid pupils with EAL.
- Dual language textbooks are available and used where possible.
- Visual supports are utilised where possible.
- Prior to any private tuition/one-to-one support, the pupil is informed of the purpose of the session and the objectives.

## **8. Access to the curriculum**

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom (where appropriate).
- The support requirements of pupils with EAL are identified and the support is made available.
- Staff training will be delivered annually to support delivery of the curriculum to EAL pupils.

## **9. Working with parents/carers**

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, Apex Specialist Education will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

## **10. Special Educational needs (SEN)**

A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school. A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists. Where appropriate, Apex Specialist Education will arrange an assessment in the child's first language. SEN support will be decided on an individual basis in the manner outlined within Apex Specialist Education's SEND Policy. Apex Specialist Education will ensure that the parents or carers of a pupil



with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

