

LONDON NAUTICAL SCHOOL



EAL Policy

Adoption

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| Governors Resources Committee | 13 th March 2024 |
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Definitions

EAL = English as an Additional Language

EAL - The Department of Education definition:

A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

EAL - The Ofsted definition:

English as an additional language (EAL) refers to learners whose first language is not English.

These definitions therefore cover the following:

- Pupils arriving from other countries and whose first language is not English
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community)
- Pupils who have a parent or other family member who speaks a language other than English and the child communicates with them in that language (i.e. bilingual children)
- Pupils who have a parent or other family member who speaks another language alongside English and the child may understand but not claim fluency in the other language

Introduction

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 and the Equality Act 2010 which seek to promote equality of opportunity and to eliminate discrimination in the provision of education.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning with English as an Additional Language, this includes recognising and valuing their 'mother' language and background. As a school, we know that bilingualism is a strength and that EAL learners make a valuable contribution to the growth of our school.

This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims and Objectives

- Ensure that 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 Race Relations Act 1976 and Equality Act 2010
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.
- Encourage and enable parental / carer support in improving children's attainment
- To ensure that language and literacy are taught within the context of all subjects
- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies

There will be a positive and effective language ethos:

- There will be 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 her/his own culture is crucial for her/his self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.
- There will be liaison between mainstream and support departments to discuss language development within the structure of the lesson.
- Spoken and written communication between the students and teaching/nonteaching staff will be positive and appropriate, including the use of students' home languages.
- Spoken and written communication between the school, parents and the local will be positive and appropriate, including the use of students' home languages.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Regular CPD to be provided by the EAL Coordinator or outside providers for all staff or departmental representatives.
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.
- Stage A and B students to receive one-to-one lesson and a small group lessons led by an EAL specialist teacher.
- Stage C and D students who have been raised as concerns due to their literacy in English language will receive small group lessons from an EAL specialist teacher, wherever possible.
- All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.
- In writing schemes of work and medium term plans, teachers/Heads of Department should consider the following questions:
 1. What opportunities are there to explore ideas orally and collaboratively?
 2. How can teachers (or additional adults or other children) model the key subject language needed?
 3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
 4. What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
 5. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
 6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

Teaching and Learning

In order to ensure that we meet the needs of EAL students:

The EAL Coordinator will:

- assess the pupil's fluency level as soon as possible
- reassess pupils' fluency at least once a year if stage A or B and at least once every two years if stage C or D
- arrange appropriate support and interventions where needed
- provide all staff with a collection of suggested strategies for different stages of EAL proficiency
- provide context support plans for key students

All staff will:

- show differentiated work for EAL pupils
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete extended work
- allow pupils to use their mother tongue to explore concepts when appropriate
- give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques
- liaise with the EAL Coordinator

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 students 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 students with EAL will involve EAL specialists along with SEN specialists.
- Where appropriate, the school will arrange an assessment in the child's first language.
- SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- The school will ensure that the parents or carers of a student with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Monitoring progress

- The monitoring of students' progress is shared between all teachers, both mainstream and EAL support.
- Individual student profiles (available through classcharts) are updated following assessments and reviewed on a termly basis to identify and address problems.
- Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.