



# **George Pindar School**

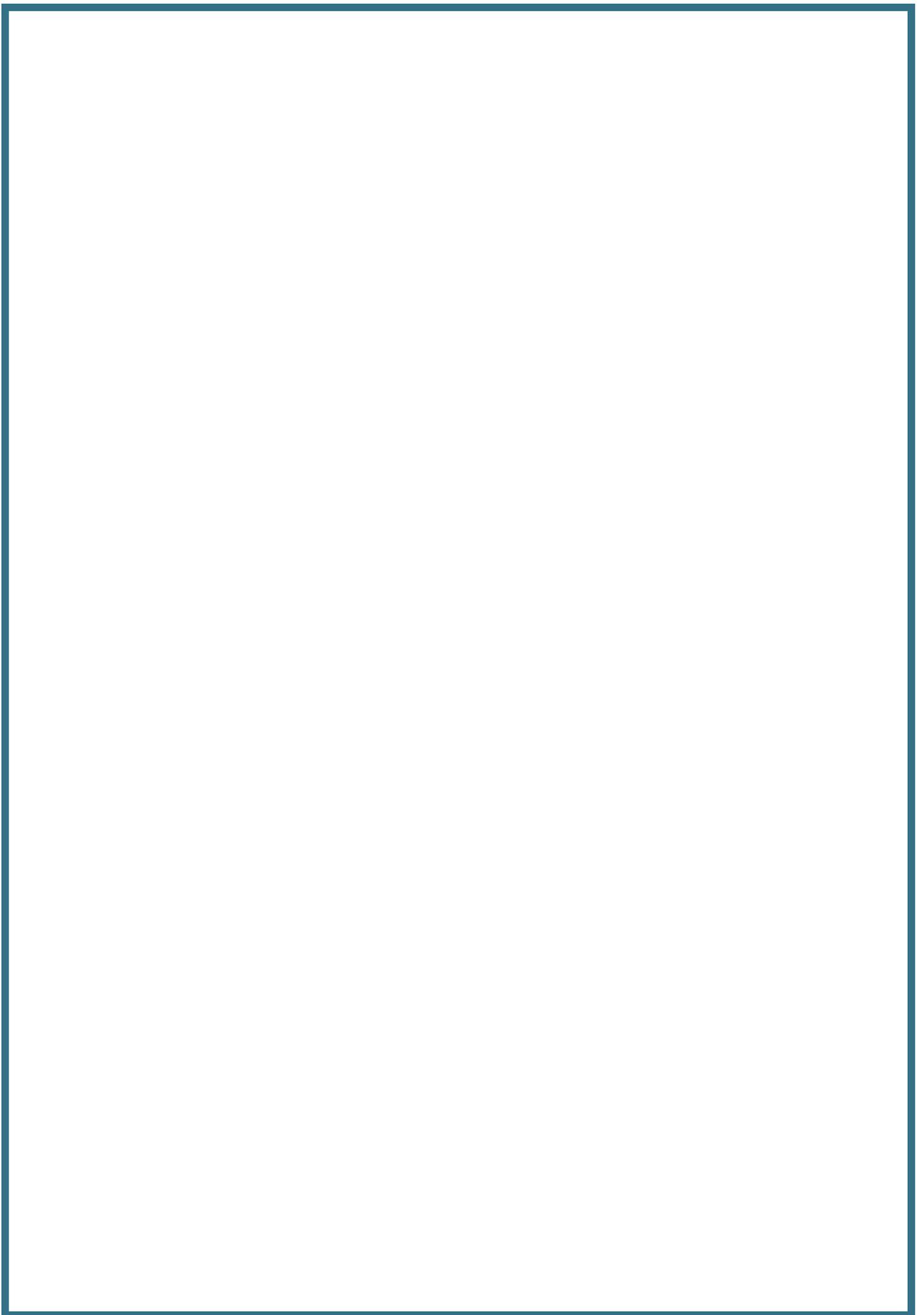
## **English as an Additional Language Policy**

<b>Date of Issue:</b>	<b>April 2021</b>
-----------------------	-------------------

<b>Policy Review Date:</b>	<b>April 2022</b>
----------------------------	-------------------

<b>Policy Status:</b>	<b>Recommended</b>
-----------------------	--------------------

<b>Responsible member of SLT:</b>	<b>Blake Murray</b>
-----------------------------------	---------------------



## **Rationale**

George Pindar School is dedicated to providing a fully rounded education to all of our students. We acknowledge, and are enriched by the diversity of ethnicity, culture and language within our community. The school is dedicated to promoting the equality of opportunity for all learners for whom English is an additional language. The school will identify individual student's needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

## **Aim**

Students at George Pindar School have full and equal access to the curriculum, whatever their religion, ethnicity, first language, special educational needs or gender. We aim to promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level. The school will provide effective learning opportunities for all students by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

## **Language and literacy experiences of EAL students**

At George Pindar we recognise that each student is an individual and as such so is their learning journey.

Some students already have good language and literacy skills in two or more languages.

Some students are beginner illiterate EAL learners who have never learnt to read or write in any language.

Some students have missed some or all of their primary education and have not fully developed the language and literacy skills needed for secondary school.

Some students have special educational needs with language or literacy needs.

## **Upon joining George Pindar**

Some newly arrived EAL students join George Pindar through the transition from primary to secondary, whilst others will join us part way through an academic year or secondary school career via the Local Authority.

The EAL lead and Heads of Faculty will use all information available to determine each individual's curriculum setting. This will include speaking to the child and family, with appropriate support (where needed).

Teaching and support staff are responsible for differentiation to meet the needs of EAL students and respond appropriately to their language needs. Where needed the school will seek specialist support and advice in order to best support students. The EAL lead

systematically liaises with teaching and support staff to quality assure the teaching and support for EAL students.

## **Curriculum Planning:**

The school's goal is to enable students with English as an additional language to gain full access to the curriculum and to develop strategies for recognising and overcoming any obstacles that may prevent them from achieving their full potential in school.

The needs of students with EAL in accessing the curriculum necessitate careful planning, as does the provision of a balanced and positive multicultural education. All teachers will consider language demands alongside the content of the curriculum and plan how they can support EAL students to develop oracy and literacy appropriate to their subject.

Teachers will ensure that:

- The language and learning needs of students are clearly identified and provided for.
- The support requirements of students are identified.
- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is provided for key concepts.
- Planning includes opportunities for first language activities in the classroom.

## **EAL Students and Special Educational Needs:**

A child has special educational needs if they have a learning difficulty. A child must and will not be regarded as having Special Educational Needs (SEN), solely because the home language is different from the language in which they will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs may include a proportion of EAL students, and other students from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL students. If appropriate, the school will arrange an assessment in the child's first language.

## **Liaison with Parents**

Effective communication between parents/carers and school is vital in order to create a home/school partnership to support learning in school.

School will ensure that dual language information and bilingual support is available where needed, especially for parents' evenings, school events and workshops, and to monitor parental involvement.

Signed by:

_____	Principal	Date: _____
_____	Chair of governors	Date: _____