Mildenhall College
A C A D E M Y

EAL Policy

Adoption Date: September 2013

Last Reviewed: June 2017

Next Review: June 2020

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

- **Behaviour for Learning Policy**
- **Curriculum Policy**
- **Equalities Policy**

Mildenhall College Academy

EAL Policy

Introduction

The term English as an additional language (EAL) is used when referring to students whose main language at home is not English. Students who attend school with little knowledge of English need every encouragement to learn quickly to avoid missing out on classroom learning and to be able to integrate as good as possible. They may also need additional support and an environment that encourages the appreciation of international and cultural diversity. This policy sets out the academy's aims, objectives and responsibilities with regard to the needs of EAL students. When making arrangements for the educational provision of students with EAL the School follows the SEN Code of Practice (2001).

In particular, the academy recognises the importance of ensuring language delay is not seen as a learning difficulty. Additionally, it recognises that parents and relatives for whom English is not their first language, may need the support of an interpreter in order to voice any concerns regarding their Child's education. The academy makes every effort to ensure all young people who have Special Educational Needs are supported appropriately and make progress in their learning.

The Aims of this policy are:

• To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the academy

• To implement academy-wide strategies to ensure that EAL students are supported in accessing the curriculum

• To help EAL students become confident and fluent in English in order that they may fulfil their academic potential

The Objectives of the EAL Policy are:

- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the academy;
- To equip teachers with the knowledge, skills and resources to support and monitor students with EAL;
- To monitor students' progress systematically and use the data in classroom management and curriculum planning;
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

At this academy all staff:

- Have high expectations – students should contribute and give more than one-word answers; recognise that bilingual students are capable of achieving an education, even when they are beginners in the English language;
- Recognise that the literacy goals in English are the same for all students - many bilingual students will become literate in one or more languages
- Recognise the process of becoming literate in a first or an additional language which have both similarities and differences - knowledge of the particular features of the young person's mother tongue can help;
- Recognise that EAL students need more time to process answers;
- Understand that talking about language and literacy with peers and adults is essential - it helps students to use their home language when talking about literacy, even when their goal is literacy in English;
- Address any racist comments - these should be reported and dealt with using the academy's Behaviour Policy
- Allow students to use their mother tongue to explore concepts;
- Allow newly arrived young students time to absorb English (there is a recognised 'silent period' when a young person understands much more English than they use - this will pass if their self-confidence is maintained).

Responsibilities for implementing the policy

Vice Principal (Curriculum):

- Ensure all involved in teaching EAL learners liaise regularly and seek bilingual support from professionals/supporting organisations or from parents /family/ carers (if appropriate) to support students learning EAL and ensure that they understand the concepts and vocabulary
- Parents and staff are aware of the academy's policy on students with EAL
- Relevant information on students with EAL reaches all staff
- Training in planning, teaching and assessing EAL learners is available to staff
- Challenging targets for students learning EAL are set and met
- The effectiveness of the teaching of students with EAL is monitored and data collection is managed
- Monitor standards of teaching and learning of students with EAL
- Liaise with the parents / carers and multi-cultural services
- Work with EAL Co-ordinator to ensure that all EAL students are supported

EAL Co-ordinator:

- Oversee initial assessment of students' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Education Plan/One Page Profile for each student)
- Provide advice to teachers and support staff on classroom strategies designed to increase attainment for EAL students
- Collate and create appropriate materials to support the curriculum and subject classes
- To provide briefings/training to class teachers on how to support EAL learners in class
- To advise on and run intervention classes for lower achieving EAL students

- To oversee and run the MCA Interpreters programme, to increase EAL students' attainment in their subject classes
- To carry out observations of subject classes in order to ascertain student progress and suggest strategies to improve progress.

Class/Subject Teacher:

- Liaise with the parents / carers and multi-cultural services
- Ensure the classroom is socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Recognise the young person's mother tongue and boost the young person's self-esteem;
- Remember, he/she has the potential to become a bi-lingual adult;
- Assess the student's competence in English in relation to the National Curriculum standard as part of the baseline assessment;
- Identify the student's strengths and be knowledgeable about students' abilities and needs in English and other subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching and student grouping.
- Show differentiated work for EAL students in planning;
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives;
- Support the student's language development both in class and by ensuring individual (for 1-1 work) is facilitated as appropriate;
- Use collaborative learning techniques - encourage students to work together in pairs and small groups, to discuss their
- Work and possibly produce a joint piece of work or report for the class
- Follow advice given by the academy's EAL Co-ordinator