



English as an Additional Language (EAL) Policy

R.E.A.L Independent School

Date: 21.02.20

Review date: 04/12/2020

Revision History:

August 2012 – Original policy

August 2014 – No amendments made

August 2016 – Placed onto new policy template

November 2017 - Additional statement added to curriculum access

December 2018 - No amendments made

January 2020 - Addition of BSL and deaf awareness - full review to take place after curriculum review in line with National changes.



Introduction

At R.E.A.L. Independent School the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our students to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. This includes learners whose first language is British Sign Language (BSL)

Aims and objectives

The 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.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This includes learners who use BSL as their first language. This is in line with the requirements of the Race Relations Act 1976 and encompasses the detail of our Equal Opportunities Policy.

Teaching and learning style

In our school tutors will take action to help children who are learning English as an additional language by various means:

1. Developing their spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;



- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
 - providing a range of reading materials that highlight the different ways in which English is used;
 - ensuring that there are effective opportunities for talking, and that talking is used to support writing;
 - encouraging children to transfer their knowledge, skills and understanding of one language to another;
 - building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- . looking at similarities and differences between their first language and English

2. Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
 - providing support through ICT, a range of media, dictionaries and translators, readers using the home or first language where appropriate.
- . providing visual resources to support engagement and learning
- . ensuring all staff working with deaf learners have attended deaf awareness training and have an understanding that English is an additional language for learners who use BSL as their first language.
- . ensuring appropriately trained interpreters are available

Curriculum access



All children at R.E.A.L. Independent School engage with a curriculum approach that promotes personal strengths and interests. Students with EAL will have full access to this approach to their curriculum development. We shall plan opportunities for children to develop their English, and we shall provide support to help them take part in activities.

This may involve children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
 - providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
 - providing bilingual support to extend vocabulary.
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- . To promote academic achievement by providing a curriculum and grouping EAL pupils according to cognitive level rather than English language level
 - . Ensuring appropriately trained interpreters are available

Assessment

Our school shall use the recently introduced QCA Extended Scale for EAL Assessment to measure English language competence for EAL children linked to the National Curriculum. We shall carry out ongoing recording of attainment and progress in line with agreed school procedures.

This policy is to be reviewed according to our annual review plan. The intention is to develop the EAL process further to address the continually changing and developing needs of the children.