



English As An Additional Language (EAL) Policy

The school is happy to recognise and welcome its obligation, in accordance with its Equal Opportunities and Special Educational Needs policies, to eliminate disadvantage in its admissions procedures, to overcome potential barriers to learning and to set suitable learning challenges for children for whom English is an Additional Language.

Definition

At South Lee, children are defined as having 'English as an Additional Language' if they spoke a language other than English (or in addition to English) during the first years of their life.

Admissions

The school will admit children for whom English is an Additional Language (EAL) if it deems them able, with appropriate support, to benefit in due course from the mainstream curriculum. Until such a time, individual support is provided through our Individual Development department.

All prospective parents are asked to complete the school's Equal Opportunities Form prior to admission into any age group, and to indicate whether English is the main and/or only language spoken at home. Where this is not the case, arrangements will be made to ensure that any assessment procedure is adjusted as appropriate to accommodate a child's need for support and to ensure that a child's potential is fully understood.

In the course of the admissions procedure, information is gathered about:

- The child's linguistic background and competence in other languages
- The child's previous educational and schooling experience
- The child's family and biographical background

The school's Individual Development department is responsible for the assessment of any child's need for learning support, irrespective of underlying ability. Where a child is admitted with EAL, an initial assessment in speaking and listening, reading and writing will be made, and a plan will be formulated for any support within or beyond the mainstream, with the aim of integrating a child fully into the curriculum.

The school recognises that pupils with EAL needing additional support with learning English do not have learning difficulties. However, should such difficulties be identified during assessment, pupils with EAL will have equal access to the school's Individual Development provision. Similarly, the school recognises that there may well be pupils with EAL who are gifted or talented even though they may not be fully fluent in English.

Provision

Depending on a child's age and specific circumstances, support may range from in-class provision of learning assistance to withdrawal from mainstream lessons for one-to-one tuition of an intensive and extended nature.

We aim to ensure that any child with EAL can:

- Use English confidently and competently
- Use English fully as a means of learning across the curriculum

Where there is a need for differentiation, teaching will be planned to provide differentiated opportunities matched to individual children's EAL needs. As appropriate, key features of language which are necessary for effective participation will be identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

As necessary, any of the following support strategies may be used to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Opportunities for role play

Resources on which reading and writing activities may be based are checked for grammatical, lexical and cultural accessibility. A range of resources is used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, recorded materials, computer software, etc.

Staff will regularly assess and discuss children with EAL as part of the regular monitoring and tracking process (*see the **Assessment for Learning Policy***). For children with EAL, particular attention is paid to their language acquisition and a review of the support they receive is part of this process.