

Local Procedure Title	EAL (English as an Additional Language)
Site	Tadley Court School
ECS Policy number and title	ECS 26 Equal Opportunities & English as an additional language
Local Procedure template reference	ECS LP: EAL
Local Procedure date	October 2017
Local Procedure review date	October 2021
Local Procedure Author(s)	Amanda Davies
Local Procedure Ratification	Checked and Approved by: Lesley Walkden

<p>1. Introduction</p> <p>The term EAL is used when referring to pupils where the mother tongue is not English. This document sets out the Local Procedure with regard to meeting the needs of EAL pupils within Tadley Court school.</p> <p>It is recognised that pupils at Tadley Court with EAL also have a SEN and this is targeted with additional support. This means that pupils at Tadley Court will work on an adapted curriculum to suit their personal and individual needs</p>
<p>2. Aim</p> <ul style="list-style-type: none"> 2.1 To ensure that Tadley Court School meets the full range of need of pupils who are learning English as an additional language; EAL 2.2 To maintain pupils’ self-esteem and confidence by acknowledging their Skills in their own languages 2.3 To welcome and value the cultural and linguistic experiences that EAL pupils bring to the wider school community 2.4 To encourage and enable parental support in improving their child’s academic and social progress 2.5 To help EAL pupils to become confident in order to be able to fulfil their academic and social potential 2.6 To be able to assess the skills and needs of pupils with EAL and to give appropriate provision to individuals throughout the school
<p>3. Objectives</p> <ul style="list-style-type: none"> 3.1 Recognise that pupils with English as an additional language will need more time to process and respond to instruction and direction 3.2 Give newly arrived pupils time to absorb English, when they may show that they understand more English than they use 3.3 Recognise the pupil’s mother tongue; boost the pupil’s self-esteem by allowing them to use their mother tongue to explore concepts 3.4 Identify individual pupils’ strengths and encourage them to transfer their knowledge, skills and understanding of one language to another 3.5 Use collaborative learning techniques including augmentative communication systems such as pictures and symbols

<p>3.6 Where possible, group pupils so that EAL pupils hear good models of English</p> <p>3.7 Where pupils can manage the level of stimulation, the classroom needs to be socially and intellectually inclusive, valuing cultural differences and fostering individual identities</p>
<p>4. The role of the teacher</p> <p>4.1 Be knowledgeable about pupils' abilities and needs in English</p> <p>4.2 Use this knowledge effectively for planning, pupil grouping and use of resources</p> <p>4.3 Build up a caring, trusting and supportive relationship where different points of view are listened to and self-esteem is developed</p> <p>4.4 Be sensitive to differences in pupil's learning styles and rates of learning</p> <p>4.5 Provide augmentative communications such as pictures / symbols in order to clarify instructions and support understanding for EAL pupils</p> <p>4.6 Provide an IEP where appropriate</p> <p>4.7 Be aware of own language use and position as a role model</p> <p>4.8 Use effective questioning to promote all aspects of learning</p> <p>4.9 Be aware of the need for planning progressively across the curriculum, differentiating for all individual needs</p> <p>4.10 Re-enforce vocabulary across the curriculum</p> <p>4.11 Keep records and monitor progress</p> <p>4.12 Direct learning support assistants, with clear and informed instruction, how to work with EAL pupils</p>
<p>5. Access and support</p> <p>5.1 The organisation and management of the classroom environment is crucial to support the learning of all pupils and must incorporate the diverse SEN/ASD/EAL needs within each class group. Each pupil will access the full school curriculum linked to individuals as assessed and which will be reviewed regularly</p> <p>5.2 The organisation of learning spaces will vary to suit the purpose, context and pupils involved. The needs of all pupils will be identified and met through effective curricular programmes and support arrangements</p> <p>5.3 Attention will be given to classroom layout, wall displays, access to a diverse range of resources including resources from other cultures.</p> <p>5.4 For pupils who are functioning below that of their peers in English, withdrawal support will take place to address specific language or learning needs</p> <p>5.5 At Tadley Court school, pupil's learning of English as an additional language will build on pupil's experiences of language at home and in the wider community in order to develop their understanding and use of English</p> <p>5.6 Pupils will have opportunities to engage in speaking and listening activities in English with peers and adults</p> <p>5.7 Where appropriate, an interpreter will be sought in order that communication between the school and family effectively supports the home school relationship and programme continuity for individual pupils</p>
<p>6. SLT</p> <p>6.1 To ensure that all staff are aware of the school's policy/procedure on pupils with EAL</p> <p>6.2 Relevant information on pupils with EAL reaches all staff</p> <p>6.3 The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly</p>

7. SMT
<p>7.1 Give guidance and support to set appropriate targets and plan appropriate work</p> <p>7.2 Targets for pupils learning EAL are set and met</p> <p>7.3 Monitor standards of teaching and learning of pupils with EAL</p> <p>7.4 Monitor progress and identify learning difficulties which may be masked by EAL</p>
8. The Role of ICT in Supporting and Developing EAL
<p>We aim to make maximum use of ICT to promote pupils' English, as well as developing competence in ICT skills. All pupils will have the opportunity to access computers and other appropriate technology such as i-pads. The Internet opens up a whole new world to our pupils, and it can be used to develop and foster skills and interests such as reading, listening, thinking, writing, and researching to name but a few.</p>
9. Parental Involvement
<p>We believe that the education of our pupils is a collaborative enterprise involving teachers, parents and carers, pupils and the wider community. Regular and positive communications will be made between teachers and parents and carers, on a formal and informal basis.</p> <p>We aim to harness the support of the family / residential home and to stimulate greater support in order to enhance all pupils' English development.</p> <p>Opportunities to promote parental involvement include:</p> <p>9.1 Daily / weekly communication to day / residential pupils via a communication book or e-mail dependent on parental preference</p> <p>9.2 Regular phone contact</p> <p>9.3 Parents / Carers will be invited to attend their child's Annual Review / LAC etc.</p> <p>9.4 Progress reports will be shared with parents / carers every term / 3 times per year</p> <p>9.5 Parents / Carers will be invited to whole school social events such as the summer fair and sports day</p>
10. Equal Opportunities Statement
<p>All staff will aim to treat every child as an individual, and will respect their individuality, regardless of gender, race, sexual orientation, academic or physical ability or socio-economic background. The staff will be aware of stereotyping in their selection of resources.</p>
11. Monitoring and Evaluation
<p>This Local procedure will be reviewed in 3 years.</p>

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
---------------	----------	----------------------

Tadley Court School

Communicate, Engage and Thrive

Creating a safe and engaging environment in which individuals are enabled to achieve their full potential by providing them with a fun, individualised and motivating curriculum.

May 2021	L. Walkden	Updated vision References to recent policy updates