TIME
English as an Additional Language Policy (EAL)
2023 - 2025

English as an Additional Language (EAL)

The government **definition** of a bilingual learner is that it refers to 'all students who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003). Diversity of **EAL** learners.

Aims

This Is My Education (TIME) aims to ensure that all EAL students are able:

- To use English confidently and competently.
- To use English as a means of learning across the curriculum
- To ensure that EAL students are fully included into the life and work of TIME.
- To ensure that students whose first language is not English reach their full potential.

Objectives

- To identify and assess individual students' needs as soon as possible.
- To acknowledge the importance of students' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parent/carers and students are involved in the process.
- To promote a whole school responsibility towards EAL students.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
- To make appropriate use of external agencies.

Management and Administration

a) **Whole School Approach**

English as an alternative language is addressed in all faculties by subject teachers.

Students with little English will receive intensive tuition before they are included in the Main Curriculum.

All students with EAL are included in mainstream classes as quickly as possible. In-class support will be provided if finances allow.

b) **Documentation**

All documentation and records are maintained by SENDCO (Special Education Needs and Disabilities Co-Ordinator) and are confidential to the parent/carers and to those members of staff associated with the child concerned.

c) **Partnership with Parent/carers**

We aim to work closely with parent/carers of EAL students and ensure that they are encouraged to become involved in school activities.

Parent/carers will be informed of their child's progress regularly and will be invited into school to discuss any concerns.

Procedure

Information will be gathered about:

- The student's linguistic background and competence in other languages.
- The student's previous educational and schooling activities and where appropriate the family's biographical background.
- The student's level of English using the EAL scales.

Strategies to ensure access to the Curriculum

- Referral to external agencies, if necessary.
- Initial direct teaching to aid acquisition of English.
- Use of bi-lingual resources, e.g. dictionaries, on-line support, Key Word lists.
- Collaborative group work and peer support.
- Enhanced opportunities for speaking and listening.
- In-class support (if funding available).
- Additional visual support, e.g. posters, non-verbal clues.
- The use of writing frames.
- Regular feedback from staff.
- Access for teaching staff to ICT support materials.

Monitoring

- Student's acquisition of English to be monitored using EAL scales.
- Student's attainment in curriculum areas to be monitored using:
    - Termly ILPs (Individual Learning Plans).
    - Discussion with subject staff.
    - Annual School Report.

Resources

A range of resources are used to support a student's linguistic development. These include games, differentiated work sheets, keyword lists, bi-lingual dictionaries and computer software.