

English as an Additional Language (EAL) – Ivy Lane School

1 Policy

As a school, we recognise that EAL Status is dependent on which language was learned first by a child.

In our school the teaching and learning, achievements, attitudes and well-being of all our students are valued. We encourage and support all our students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs.

Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students.

As a school, we are learning to recognise and understand the difference between communication skills and language proficiency for all students. For example, a child's ability to participate in the full curriculum may be in advance of their ability to communicate in English.

2 Aims and Objectives

The National Curriculum secures entitlement for all students 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. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

3 Teaching and Learning Style

In our school, teachers take action to help students who are learning English as an additional language in the following ways:

Policy No: ReS 3.13D

- 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;
- endeavour to build on students' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
- using accessible texts and materials that suit students' ages and levels of learning;
- providing support through ICT, audio visual materials and dictionaries.

4 Curriculum Access

All students in our school follow the curricular requirements of the National Curriculum. Students with English as an additional language will not produce separate work.

5 Assessment

We closely monitor and track the progress of these students and if necessary, seek advice from therapeutic services; local EAL specialist services and placing authorities.

Date of this Policy	Next planned review date
09/08/2021	09/08/2023

6 Standard Forms, Letters and Documents

6.1 None.

7 Other Documents to be Referred to

7.1 [Communication, ReS 5.5](#)

7.2 [Communication – Working Guidance, ReS 5.5.1](#)

7.3 [Hesley Group Communication Charter, ReS 5.5.2](#)

7.4 [Hesley Group Alternative and Augmentative Communication Policy, ReS 5.5A](#)