



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy applies to all pupils, including those in the EYFS.

Introduction

This policy is a statement of our School's aims and strategies to ensure that pupils with English as an additional language (EAL) fulfil their potential.

Leicester High School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language, and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The School will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Aims

This policy aims to raise awareness of the School's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

We aim to ensure that all EAL pupils can:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Context of the School (2022-2023)

18 different languages are spoken by the pupils at LHS.

24% of pupils have a home language in addition to English.

There is currently one student, in the junior department, who has been identified as EAL.

Key Principles for Additional Language Acquisition

- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- All pupils have entitlement to the whole curriculum.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build upon their existing knowledge and skills in work and play, particularly for EYFS pupils.
- Many concepts and skills depend upon, and benefit from, well-developed home language and literacy. Proficiency in home languages enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.



Teaching and Learning

Planning and Differentiation

The School will provide opportunities for differentiation in line with the needs of the individual EAL pupils in relation to the demands of the curriculum in the EYFS, Junior Department and Senior School.

Key features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, and uses of language or forms of text.

Literacy and Numeracy

Classroom activities are carefully structured with clear learning objectives.

Appropriate support and resources are deployed to ensure that pupils can participate in lessons.

In the EYFS, pupils have access to dual-language resources, and a member of the EYFS staff can provide support for pupils in a number of African/Indian languages.

Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access:

- Use VISUALS – real objects, puppets, photographs, pictures, graphs, charts, slides, finished products as examples
- DEVOLVE – provide opportunities for role-play, paired work, and small group work. Consolidation is key.
- MODEL answers – for example, help the pupil build up a one-word answer into a dull sentence. Provide sentence starters and writing frames to scaffold tasks.
- LANGUAGE FOCUS – include a focus on a point of language to complement the lesson topic.
- QUESTIONING – ask appropriate questions. At beginner level, closed questions have their place. Gradually take the pupils through Blooms Taxonomy, using accessible language.
- DIFFERENTIATE – with DARTS (Directed Activities Related to Text). DARTS encourages EAL learners to engage with texts in a way which promotes greater understanding.
- PRE-TEACH – is a useful strategy, as it gives the pupil a head start on topics or lessons which are coming up (flipped classroom learning).

Planning, Monitoring and Evaluation

Information is gathered about:

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

Staff regularly observe, access and record information about a pupil's developing use of language in EYFS and the Junior Department.



Whilst account is taken of EAL development, the School aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis by teaching staff to ensure all EAL pupils make consistent progress.

Learning Difficulties and Disabilities and Highly Able Pupils

The School recognises that most EAL pupils needing additional support do not have SEND (Special Educational Needs and Disabilities) needs. However, should SEND needs be identified during assessment, EAL pupils will have equal access to school SEND provision.

Similarly, the School recognises that there may be EAL pupils who are highly able even though they may not be fully fluent in English.

Assessment and Record Keeping

Staff have regular liaison to discuss pupil progress, needs and targets.

The School will ensure that all EAL pupils have access to statutory assessments, using support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

EAL pupils can use bi-lingual dictionaries in public examinations at the discretion of the examination board and in line with current JCQ criteria.

The School regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity.

A range of resources is used to support pupils' linguistic development, e.g. games, visual materials, computer software, etc.

Assessment materials use images and texts that are appropriate for all pupils.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parent's/carer's linguistic, cultural, and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective by using plain English. We welcome additional members of the family or friends to interpret at parents' evenings.

Staff Development



The School will enable all staff to receive training and support through regular updates by the SENDCo to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement, and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support, and resources.

This policy will be reviewed by the Leadership Team on a rolling cycle.

Sponsor update	PO
Leadership Team review	May 2023
Governor Committee review	Education September 202
Next update	Annual September 2024