



EAL Policy

Introduction

At Gatehouse School, we celebrate the fact that many of our pupils speak more than one language and we acknowledge their ability to use a variety of community languages. At Gatehouse School the teaching and learning, achievements, attitudes and well-being of all children are important and we encourage all pupils to achieve the highest possible standards. We achieve this through recognising each child's valuable life experiences and background history.

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and recognising the valuable skills of pupils with an additional language. In line with our mission statement, it is the school's aim to help all pupils regardless of language barriers to access the curriculum.

The term EAL is used for English as an Additional Language. Those included on the EAL register are pupils who experience difficulty with English or where their lack of proficiency in English impacts upon their general academic progress.

Pupils on the EAL register may require, at times, additional support. This support may include:

- Additional resources
- Differentiated learning
- Language groups(particularly in EYFS)
- Additional support from staff

Aims

Our EAL policy sets out our commitment to raising awareness of EAL needs and aims to support planning, organisation, teaching and assessment procedures, including the use of resources and strategies to meet the needs of pupils on the EAL register.

We support EAL pupils by:

- Welcoming and valuing the cultural, linguistic and educational experiences that pupils with EAL bring to the school eg: International Day, language lessons, French assemblies).
- We will encourage proficient English by providing interaction with peers as often as possible.
- Helping EAL pupils become more confident when speaking, listening, reading and writing in English. Where possible we will provide classroom support to facilitate this.
- Developing staff awareness to ensure that all EAL pupils are supported appropriately in order for full access to the curriculum. Staff will be regularly updated on EAL pupils and provision in the school.

-The EAL Coordinator will update the EAL register each term liaising with the appropriate departments as necessary eg: The Inclusion Coordinator.

Strategies school/class ethos:

-Classrooms will be socially and culturally inclusive, recognising the cultural diversity in our school and community.

-Identify the strengths of EAL pupils and encourage transfer of knowledge, skills and understanding from one language to another.

-Acknowledge that pupils with EAL will require additional processing time both orally and in written format. Additional time and support will be provided where appropriate eg: in exams.

-Recognise that new children to Gatehouse School will require a settling in period that will include familiarising themselves with the school structure and settling into a new culture.

-Ensure that new EAL pupils are 'buddied' with a friend who will look after them during the settling in period.

Planning

-Teachers will provide appropriate resources to meet the needs of EAL pupils.

-Where possible, opportunities for meaningful speaking and listening activities will be planned for.

-The EAL Co-ordinator will liaise with individual teachers to help support the needs of EAL pupils.

-Whilst Gatehouse School recognises that EAL is not a special educational need, where appropriate, the EAL Coordinator will liaise with the Inclusion Coordinator.

Monitoring & Evaluation

-The EAL Co-ordinator will monitor the provision and support for recognised children with EAL. This may include observations in a teaching and learning setting and resources available to support this.

Date of Review February 2018