

GATEHOUSE SCHOOL



English as an Additional Language Policy

Introduction

At Gatehouse School the teaching and learning, achievements, attitudes, well-being and unique identity of all children are important, and we encourage all of the pupils in our school to achieve the highest possible standards. Gatehouse celebrates that many of our pupils speak more than one language. We encourage recognition and celebration of our multilingual students as a means to enhance our school community with a range and variety of community languages. We achieve this recognition and celebration through identifying each child's unique life experiences and background history.

In line with the Gatehouse Mission Statement we strive to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. We recognise that pupils with English as an Additional Language (EAL) make the best progress within a whole school context, where they are educated with their peers. English is best learnt through the curriculum and peer interaction, and pupils with EAL should be encouraged to play a full part in all learning opportunities. The structure of our school, our commitment to the highest levels of pastoral care and our Mission Statement all demonstrate our overall ethos to help pupils with EAL integrate into our school community whilst valuing the benefits that this cultural diversity brings.

Aims

The Gatehouse School English as an Additional Language Policy outlines our approach to identifying and meeting the needs of pupils who are classified as having English as an Additional Language. This policy applies to all pupils, from the Early Years Foundation Stage onwards, and sets out the school's objectives and strategies with regard to meeting the needs and recognising the valuable skills of all pupils with additional languages. In line with the Gatehouse Mission Statement it is our aim to help all pupils access all areas of the curriculum regardless of language barriers. The Gatehouse School EAL Policy sets out our commitment 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 who may require intervention, support and additional resources.

We seek to ensure that pupils with English as an Additional Language understand that we welcome and value the range of cultural, linguistic and educational experiences that they bring to the school, and we work hard to ensure that EAL is recognised through a range of events and activities, for example, International Day and pupil presentations, projects with nursery parents on dual language and cultural/traditional stories, assemblies and language lessons.




Definition

The term EAL is used to mean English as an Additional Language. Gatehouse identifies the term EAL as '*a pupil whose first language is not English*'. This definition encompasses pupils who are fully bilingual and all pupils at different stages of learning English. All children who speak more than one language are listed on the EAL register. We recognise that a child's English may range from fluent to very limited, and pupils who experience difficulty with English (where their additional language impacts upon their ability to learn or upon their general academic progress) are recognised, and the support that they need to enable access to learning is identified. At Gatehouse we believe that it is important that as educators we do all we can to support children with English as an Additional Language (EAL), in order that they feel safe and secure and make good progress.

Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. Identification of additional languages begins at the admissions process, where we seek to ensure that the most relevant and helpful information is gathered for all children joining Gatehouse. As pupils enter the Nursery, EAL is discussed and languages recorded. With regard to assessing the nature and extent of a pupil's grasp of English, we work with parents and previous schools to gather as much information as we can. Whenever possible, any assessment undertaken is in partnership with parents and carers, the school, the class teacher, the EAL Coordinator, (Ms Pauline Moisy) and other relevant departments, for example, SEND and Inclusion, Accessibility and Pastoral. There is a clear transfer of information for each pupil with EAL at Gatehouse School, from Admissions through to the classroom and classroom teacher.

Classification of level of ability.

 <p>New to English</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> • Use their first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English. <p>Needs a considerable amount of EAL support</p>
 <p>Early aquisition</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> • Follow day-to-day social communication in English and participate in learning activities with support • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. • Have become familiar with some subject specific vocabulary. <p>Still needs a significant amount of EAL support to access curriculum</p>
 <p>Developing confidence</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> • Participate in learning activities with increasing independence. • Be able to express self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. <p>Requires ongoing EAL support to access curriculum fully</p>

<p style="text-align: center;">D</p> <p style="text-align: center;">Competent</p>	<ul style="list-style-type: none"> • Oral English is developing well, enabling successful engagement in activities across the curriculum. • Can read and understand a wide variety of texts. • Written English may lack complexity and contain occasional evidence of errors in structure. • Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. <p>Needs some/occasional EAL support to access complex curriculum material and tasks</p>
<p style="text-align: center;">E</p> <p style="text-align: center;">Fluent</p>	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. <p>Operates without EAL support across the curriculum.</p>

Special Educational Needs, Disability and Differentiation

Gatehouse School recognises that pupils with English as an Additional Language should not be regarded as pupils with a Special Educational Need or Disability, and that a pupil who requires language support also has skills and knowledge in their own language similar to monolingual English-speaking children. We also recognise that due to a pupil's ability to master more than one language, their ability to participate in the full curriculum may be advanced in their communicative skills in English.

However, we do recognise that some pupils with EAL may have a special educational need and in such cases identified pupils will have equal access to school SEN provision, in addition to EAL support. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND and Inclusion Policy. EAL

pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our More Able Provision (SEND Policy).

Supporting pupils with EAL

Most pupils require additional support and intervention at some stage of education, and for pupils with English as an Additional Language it is important that we are proactive in ensuring that a range of support and resources are available to enable learning to take place. . Where appropriate and if necessary, we will assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning.

Support for Pupils with EAL may include but is not restricted to:

- Using minimal language and offering ways to enable pupils to learn key vocabulary by using key words and simple sentences until they are more confident and fluent at speaking English.
- Working with outside agencies and specialists to support staff and pupils in providing the highest level of education and accessibility.
- For younger pupils we will encourage them to expand their language by engaging in play, and also work with parents to encourage play-dates in order to enable children to continue to expand vocabulary and develop fluency with English away from school.
- Ensuring that learning is visual by using, where necessary, symbols and pictures to help pupils understand what is being said. If the use of symbols is at a specialist level, for example Makaton, we will work with agencies and secure training where necessary.
- Always supporting and taking time to speak directly with pupils with EAL in order to listen to them and identify their needs.
- Making abstract areas of the curriculum more concrete.
- Using drama and role play to demonstrate how language is used in real life with a focus on communication.

- Recognising that some pupils with EAL may need Speech and Language intervention in addition to support and adaptations for lessons.
- Repeating instructions and allowing for processing time where necessary.
- Having available a range of dual or appropriate language books.
- Making the verbal curriculum more visual.
- Sharing planning with parents ahead of time in order for a pupil with EAL to be more prepared for classroom learning.
- Providing opportunities to talk before writing.
- Sharing vocabulary in advance with visuals.
- Providing language groups, particularly in EYFS.
- Providing lots of praise and differentiated outcomes set against effort and progress in line with language needs.
- Supporting through key phrases and structures rather than key words.
- Providing additional support from staff where possible.
- Advising parents and families, where necessary, on how to use local support to seek advice on helping to learn English. Tower Hamlets and Hackney Local Education Authorities have dedicated services that support children with EAL, and are able to offer advice and resources to meet the needs of most if not all languages. The use of local external provision will also extend to the Early Years Inclusion Services and we will work with the EYFS Inclusion Coordinator where necessary.

School, Class and Pastoral ethos:

We will work hard to ensure that:

- Classrooms are socially and culturally inclusive and they reflect the cultural diversity in our school and community.

- Identify the strengths of EAL pupils and encourage the 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, for example, in examinations.
- 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 pupils with EAL are ‘buddied’ with a friend who will look after them during the settling in period.
- Encourage proficient English by providing interaction with peers as often as possible.

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 Coordinator 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 SEND and Inclusion Coordinator.

Monitoring & Evaluation

- The EAL Coordinator 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.
- We seek to enable pupils with EAL to become more confident speakers, listeners, readers and writers when using English. Where possible we will provide classroom support to facilitate this.

- We seek to develop staff awareness to ensure that all pupils with EAL are supported appropriately in order for full access to the curriculum. Staff will be regularly updated with regard to EAL pupils and provision in the school.
- The EAL Coordinator, Pauline Moisy, will update the EAL register termly, liaising with the appropriate department/s as necessary eg: the SEND and Inclusion Coordinator.

Related Policies: Teaching & Learning, EYFS, Equal Opportunities, Admissions, SEND and Inclusion and Pastoral.

Policy Name	EAL		
Circulation	Governors / all staff / Parents / website	Initial Governors' Review	February 2017
Date Policy Written	February 2017	Last Review	Summer 2023
		Next Review:	Summer2024