

## The Swan School Policy – English as an Additional Language (EAL)

Aims:	<ul style="list-style-type: none"> <li>To ensure that all students have access to educational experiences that are broad, balanced, differentiated and appropriate to their individual needs</li> <li>To ensure that all students have full access to the curriculum and that they are given every opportunity to participate and progress in line with national expectations</li> </ul> <p><b>This will be achieved by:</b></p> <ul style="list-style-type: none"> <li>Having the highest expectations of what all students can achieve, including those with English as an additional language.</li> <li>Early assessment of students' English ability when they enter the school through collaboration with their teachers and the Accelerated Learning team.</li> <li>Consulting documentation regarding the student's previous education level from referring to students' primary school file or other relevant documentation if the student has newly arrived in the country</li> <li>Provision of curriculum that is differentiated in accordance with the assessment of students' needs</li> <li>Any reasonable adjustments made to ensure access to the curriculum</li> <li>Sharing of information with staff to ensure they are made aware of students' levels</li> <li>Regular review and, where necessary, alteration of intervention, provision and differentiation</li> </ul>
Targets/ Outcomes	<ul style="list-style-type: none"> <li>Students with EAL achieve in line with their peers and make outstanding progress.</li> <li>To identify and monitor students' individual needs to ensure that appropriate provision can be made</li> <li>To work in close partnership with, and involve, parents/carers of students who have English as an Additional Language</li> <li>Where possible, to support parents whose first language is not English to work in close partnership with the school through the use of translators</li> </ul>
Definition	<p><b>Definition of EAL (DFE, 2014)</b></p> <p>'A first language other than English should be recorded where a child was exposed to the language during early childhood and continues to be exposed to this language in the home or in the community. If a child was exposed to more than one language (which may include English) during early development, the language other than English should be recorded irrespective of the child's proficiency in English.'</p> <p>The school understands that this means that EAL is a broad term which encompasses a broad range of students and English language ability.</p>
<b>Roles and Responsibilities:</b>	
All staff will:	<ul style="list-style-type: none"> <li>Have the highest expectations of what all students can achieve, including those with EAL.</li> <li>Encourage students with EAL to work hard to overcome their language barriers.</li> <li>Understand that students with EAL often make more progress than their peers and that EAL is therefore absolutely not a barrier to success.</li> </ul>
In addition, teaching staff will:	<ul style="list-style-type: none"> <li>Ensure they are familiar with the needs of students they teach and make appropriate and reasonable adjustments to the curriculum accordingly</li> <li>Understand that cognitive challenge should remain appropriately high and not be reduced because the English language demand has been reduced, as EAL learners' conceptual thinking may be well ahead of their ability to speak English</li> <li>Coordinate with other staff and the Accelerated Learning team to develop provision for EAL students</li> </ul>
Form tutors will:	<ul style="list-style-type: none"> <li>Create a welcoming atmosphere in their form class and encourage friendships; recognising that friendly conversation is often the most important way that learners who are new to English make progress.</li> </ul>
Subject leaders and Line managers will:	<ul style="list-style-type: none"> <li>Ensure monitoring of intervention and provision for EAL students in their subject area</li> <li>Ensure that schemes of work are planned to meet the policy's requirements for accessibility for EAL learners whilst maintaining an appropriate level of cognitive challenge.</li> </ul>
Accelerated Learning Champions will:	<ul style="list-style-type: none"> <li>Ensure that relevant information regarding EAL students is disseminated to staff</li> <li>Support EAL students with intervention designed to support individual students' needs</li> <li>Work with teachers to monitor the impact of interventions.</li> <li>Ensure they are familiar with the needs of students with EAL and communicate with teaching staff</li> <li>Work with teaching staff to develop strategies to support students and provide differentiated work</li> </ul>
SLT will:	<ul style="list-style-type: none"> <li>Promote a welcoming and supportive whole school ethos where diversity is celebrated.</li> <li>Provide appropriate support for the provision of EAL students, including training for teaching staff and Accelerated Learning Champions as needed.</li> <li>Monitor the provision and attainment of EAL students.</li> </ul>

Monitoring Date:	Monitored By:	Full Review Due:	Reviewed By