



# **English as an Additional Language Policy**

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**Approved by:**

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## **Introduction**

This policy is a statement of our aims and strategies to ensure that EAL pupils fulfil their potential. All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make.

EAL pupils come from a variety of backgrounds. Many EAL pupils are isolated learners and may be the only speaker of their language in their class or school. Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.

## **What is EAL?**

It means English as an additional language, when a pupil speaks a home language other than English. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English. EAL pupils are entitled to the full programmes of study open to other pupils and all their teachers have a responsibility for teaching English as well as other subject content. Access to learning requires attention to words and meanings being embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible. Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years. Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning.

Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

**A clear distinction should be made between EAL and Additional Support Needs.**

## **School Aims for EAL pupils**

- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
- To support access to Curriculum for Excellence from 3-18 by improving children's fluency and by providing bilingual support where appropriate
- To integrate new children into the school to ensure that they gain access to the curriculum and academic achievement.
- To encourage and enable parental support in improving children's attainment.
- Provide a welcoming environment in which pupils will learn most effectively.
- Provide an inclusive curriculum.
- Promote home languages in the school and classrooms and use these to aid pupil's learning.

- Monitor pupil's progress twice yearly by using the Scottish Borders Profiles of Competence in conjunction with support from the EAL service as well as ongoing class-based assessments.
- Ensure pupils are making progress and can access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils' achievements in class and beyond.
- To raise awareness of the school's obligations 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.

## **Resources**

There are substantial amounts of learning materials available in school to support pupils with EAL. These include dual-language books, sight words in other languages, games, audio tapes, access to the internet and online resources. In addition to this, pupils who can take part in everyday classroom activities have special arrangements made such as posters and support materials in their own language. These resources are in place to help pupils learn and cater for visual, auditory and kinaesthetic learners.

## **Planning, Monitoring and Evaluation**

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils developing use of language.
- When planning the curriculum, staff take account of the linguistic,
- cultural and religious backgrounds of families.

## **Additional Support Needs and Gifted and Talented Pupils**

Most EAL pupils needing additional support do not have ASN. Should ASN be identified, EAL pupils have equal access to school's ASN provision. If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

## **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with the wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of pupil's first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.