GLADE School

English as an Additional Language Policy

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Fair Ways Vision, Mission and Values

Our vision
To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
Making a difference through passionate care, support and education.

Our values
As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will · We approach challenges with optimism and enthusiasm · We don't judge, we notice · We put the needs of the service before our own personal gains	· We don't give up on people · We value all individuals and are willing to challenge them · We embrace each other's differences as much as our similarities · We accept responsibility for our actions	· We give feedback, we invite feedback, we listen to feedback · We look inward before we look outward · We learn as much from our mistakes as from our successes · We listen to each other, learn from each other and grow together	· We are always willing to explain why · We have the courage to be open and honest · We earn trust through our transparency · We live by our values even when no-one is watching

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1   Introduction

1.1   The term EAL is used when referring to students where the mother language at home is not English. This policy sets out our school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards.

2   Aims

2.1   The aim of this policy is to ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

2.2   To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School's.

2.3   To help EAL students to become confident and fluent in speaking and listening, reading and writing in English, to be able to fulfil their academic potential.

2.4   To encourage and enable parental support in improving students' attainment.

2.5   To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the schools.

2.6   To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.

2.7   To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (e.g. during Languages Week.)

3   Strategies

3.1   School ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he / she has the potential to become a bi-lingual adult.

- Identify the pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.

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- Recognise that students with English as an additional language will need more time to process and answer, both orally and in the written format. (Extra time and support in exams will be awarded if appropriate, providing and targeting appropriate reading materials that highlight different ways in which English may be used).

- Allow students to use their mother tongue to explore concepts.

- Give newly arrived students time to absorb English (there is a recognised 'silent period' when they understand more English than they use – this will pass if their self-confidence is maintained).

- Where appropriate group together to ensure that EAL students hear good models of English.

- Use collaborative learning techniques.

- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.

- Explain how speaking and writing in English are structured for different purposes across a range of subjects.

- Ensure that there are effective opportunities for talking and that talking is used to support writing.

3.2 **Assessment**

- Pre-assessment form and referral identifies students where English is their second language.

- We carry out on-going recording of attainment and progress in line with agreed school procedures.

3.3 **Access and support**

- All students will follow the full school curriculum. The school will provide texts and resources that suit the young person's ages and levels of learning.

- Where appropriate, EAL students will be supported in lessons on a 1:1 basis in the classroom to enable the young person to complete tasks with understanding.

- Where necessary, for older students or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, additional 1:1 learning support will take place for a set period of time to address specific language or learning focus.

3.4 Special Educational Needs

- Local Authorities placing students with EAL to provide EHCP or annual review paper work. Where appropriate, the school is to undertake the necessary steps in supporting a statutory assessment for a young person to obtain an EHCP if they present with special educational needs in line with the SEN code of practice, 2020.

- Oversee initial assessment of students' standard of English as necessary.

- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.

- Monitor standards of teaching, behaviour and learning of students with EAL.

- Report to the Deputy / Curriculum Manager on the effectiveness of the above and the progress of students.

- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with Deputy Heads.

- Building on students' experiences of language at home and in the wider community, so that their developing use of English and of other languages support each other.

- Providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults.

- Providing support to extend vocabulary.

- Providing a variety of writing in the young person's home language as well as in English, according to their needs.

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- Providing opportunities for students to hear their home languages as well as English and as appropriate.

3.5   Responsibilities

3.5.1   The school obtains, collates and distributes to Deputy Heads, teaching staff and learning support workers, information on new students with EAL:

- Language(s) spoken at home

- Information from the previous school on level of English studied / used

3.5.2   Head of School ensures that:

- All involved in teaching EAL learners liaise regularly.

- Parents and staff are aware of the school's policy on students with EAL.

- Relevant information on students with EAL reaches all staff.

- Training in planning, teaching and assessing of EAL learners is available to staff.

- Targets for students learning EAL are set and met.

- The effectiveness of the teaching of students with EAL is monitored and assessed regularly.

3.5.3   Teachers / Support staff should:

- Be knowledgeable about a young person's abilities and needs in English and other subjects.

- Use this knowledge effectively in curriculum planning, classroom teaching, and use of resources, behaviour management and young person grouping.

4   Associated Documentation & Legislation

- Race Relations Act 1976.
- SEN code of practice, 2020