

Fair Ways Education

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*:

P ROFESSIONAL	A CCEPTING	R EFLECTIVE	T RANSPARENT
<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · 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

1 Introduction

- 1.1 The term EAL is used when referring to young people 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 young people 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 young people 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 young people with EAL bring to the School's.
- 2.3 To help EAL young people 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 young people's attainment.
- 2.5 To be able to assess the skills and needs of young people with EAL and to give appropriate provision throughout the schools.
- 2.6 To monitor young people's progress systematically and use the data in decisions about classroom management and curriculum planning.
- 2.7 To maintain young people's 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.
- Recognise that young people 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 young people to use their mother tongue to explore concepts.
- Give newly arrived young people 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 young people 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 young people 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 young people 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 young people 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 young people 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 young people 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, 2015.
- Oversee initial assessment of young people's 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 young people with EAL.
- Report to the Deputy / Curriculum Manager on the effectiveness of the above and the progress of young people.
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with Deputy Heads.
- Building on young people's 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 young people 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.
- Providing opportunities for young people 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 young people with EAL:

- Language(s) spoken at home
- Information from the previous school on level of English studied / used

3.5.2 Head of Education ensures that:

- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school's policy on young people with EAL.
- Relevant information on young people with EAL reaches all staff.
- Training in planning, teaching and assessing of EAL learners is available to staff.
- Targets for young people learning EAL are set and met.
- The effectiveness of the teaching of young people 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, 2015