KITE ACADEMY TRUST

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

P1085

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1 Introduction

The purpose of this policy is to outline The Kite Academy Trust's approach to the identification and meeting the needs of children who are classified as having English as an Additional Language (EAL). It also aims to raise awareness of the Trust's obligations in order to support the planning, organisation, teaching and assessment procedures, and also highlights the implementation of resources and strategies in order to meet the needs of all EAL children. The end result is to raise children's achievement.

2. Definition

The Department for Education (DfE) defines 'first language' as:

'The language to which a child was initially exposed during early development and continues to be exposed in the home or in the community'.

For almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

Through the National Curriculum, the DfE expects effective teaching and learning for EAL children to take place within the curriculum:

- Teachers must take account of the needs of students whose first language is not English. Monitoring of progress should take account of their age, length of time in this country, previous educational experience and ability in other languages.
- The ability of students for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help them develop their English and aim to provide the support students need to take part in all subjects.

3. Aims & Objectives

The National Curriculum secures entitlement for all children to all areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an Additional Language (EAL). This is in line with the requirements of the Equality Act 2010 and the National Curriculum requirement. Our specific aims are:

- to welcome and value the cultural, linguistic and educational experiences that children with EAL bring to the academy;
- to help EAL children become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential;
- to encourage and enable parental support in improving children's attainment;
- to be able to assess the skills and needs of children with EAL and to give appropriate provision throughout the academy.
- to monitor children's progress systematically and use the data in decisions about classroom management and curriculum planning;
- to maintain children's self-esteem and confidence by acknowledging and giving status to skills in their own languages (e.g. through displays around the academy).

4. Teaching & Learning

In our academies, the teachers take action to help children who are learning English as an additional language in the following ways:

- developing their spoken, understanding and written English by:
  - ensuring classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
  - identify the children's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another;
  - recognising that children with English as an additional language will need more time to process and answer both orally and in written format;
  - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
  - strive to build on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
  - ensuring that there are effective opportunities for talking, and that talking is used to support writing;
  - providing a range of reading materials that highlight the different ways in which English is used.
- ensuring access to the curriculum and to assessment by:
  - using accessible texts and materials that suit children's ages and levels of learning;
  - providing support through ICT, audio visual materials and dictionaries.

5. Assessment, Monitoring & Evaluation

The initial assessment forms the basis of children's records. Children receiving in-class support and/or 1:1 intervention are also monitored and shared with learners so that they can identify the skills needed to become increasingly competent in English reading, writing, speaking and listening.

Academy registration forms identify children where English is their second language.

All EAL children are assessed to ascertain individual developmental needs. New arrivals coming from abroad do not have any prior data and we try to provide them with targets after a suitable time of settling in. Different academies may use different assessment tools to measure the potential as well as highlight any difficulties that EAL children might be facing.

We closely monitor and track the progress of these children and, if necessary, seek advice from Inclusion Services.

We try to ensure that:

- all involved in teaching EAL learners liaise regularly;
- parents and staff are aware of the EAL Policy;
- relevant information on children with EAL reaches all staff;
- training in planning, teaching and assessing EAL learners is available to staff;
- progress is monitored and focus is on identifying learning difficulties that may be masked by EAL;
- we are knowledgeable about children's abilities and needs in English and other subjects. We use this knowledge effectively in curriculum planning, classroom teaching, use of resources and child grouping.

6. SEND and the Most Able

All children in our academies follow the curricular requirements of the Foundation Stage and the National Curriculum. Children will be assessed according to their level of language and will be part of whole class learning. Where appropriate, EAL children may be supported by adults in the classroom to enable tasks to be completed with understanding.

Identifying additional needs is important to us so that the appropriate support strategies can be put in place. EAL learners who are identified as having a specific learning need will be given the same support as their First Language English peers, as well as language support. Teachers will be aware to address both the SEND and the EAL needs of the learners.

7. Resources

Where possible, children will have access to resources such as bilingual dictionaries, dual-language books, sight words in other languages along with Widget symbols, games and audio materials. The EAL Lead at each academy is responsible for ensuring children are given appropriate support in and outside the classroom environment and for monitoring the progress of this support.

8. Parents & Community

We are proud to be a Trust that celebrates diversity. We welcome and value the cultural, linguistic and educational experiences that children and parents with EAL bring to our academies. We encourage parents to feel free to approach us if and when they feel necessary and continue to support whatever needs they might have, including our Family Support Workers.

9. Key Responsibility & Staff Development

All academies within the Trust have an EAL Lead to help with assessing the needs and abilities of children, and to provide support to staff in addressing those needs. The resources/strategies will be delivered by staff such as teachers or LSAs. Academy Head Teachers will ensure that the staff are given appropriate training to identify and support the needs of EAL children.

Document Management

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