



EAL Policy



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Rationale

We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

At Hammer Lane Academy, all pupils have SEND and these needs may impact their learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims

The National Curriculum secures entitlement for all children to a number of 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. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

At Hammer Lane Academy teachers take action to help children who are learning English as an additional language by various means.

Developing their spoken and written English by:

- Following guidance and next steps taken from the Bell Foundation resources.
- Pre-tutoring of new vocabulary.
- Displaying key vocabulary.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building 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 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, video or audio materials, dictionaries and translators.
- Using the home or first language where appropriate.
- Setting targets in literacy where needed.
- Deployment of additional adults for support.
- Tracking progress using the Bell Foundation Tracker and assessment documents.

Curriculum access


All children at Hammer Lane Academy follow the curricular requirements of the National Curriculum and the Early Years Foundation Stage (EYFS) statutory framework. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

If required, we do withdraw children from lessons to receive EAL support, often with other children who also have targeted intervention.

Assessment

At Hammer Lane we use the Bell Foundation toolkit to measure English language competence for New to English children. We use this as a tool for target setting and to assess the child regularly.

The statutory assessment arrangements of the National Curriculum and Early Years Foundation Stage (EYFS) statutory framework allow us to make special arrangements for children who are learning English as an additional language.

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