



**THE CEDARS
SCHOOL**

EAL Policy

Introduction

“Our unswerving aim is to help each boy reach his full potential”.

In our school our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child’s individual needs and experiences.

A number of our children have particular requirements with regard to learning and assessment that are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language should not be a disadvantage to educational achievement; indeed multilingualism is associated with success. The Cedars recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Aims and objectives

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language.

EAL and inclusion

Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

We do not normally withdraw children from lessons to receive EAL support except in cases where parents request and provide funded tuition.

We have a tradition of taking pupils from Spain for a term or longer. They arrive with different levels of fluency in the English language. They are totally immersed in the English language and follow the programmes of study with other pupils. They may be withdrawn only from Spanish lessons so that they can have English support in small groups or one-to-one. We adapt the tasks

for EAL children to recognise their circumstances and to meet their specific needs in English, which are as follows:

- enhanced opportunities for speaking and listening;
- effective models of spoken and written language;
- a welcoming environment in which they feel confident and can contribute;
- a recognition of the role played by the first or home language in the development of English, and the importance of it in the child's life and heritage;
- ways of helping them to cope with the various areas of learning.

Teaching and learning style

At The Cedars teachers use various methods to help children who are learning English as an additional language. We aim to develop the 4 areas of English, ie. speaking, listening, reading & writing by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used (this includes labels around the classrooms where necessary);
- giving them appropriate opportunities for talking, and using talking to support writing; encouraging them to relate one language to another;
- providing good role models within the classroom (both adults and children);
- giving individual children specific termly targets covering these areas, which are monitored by the SENCO.

We ensure their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

Welfare provision

Whilst the welfare of all children is equally important, pupils with EAL require additional support in order to cater for their happiness and general well-being. This is achieved in a variety of ways:

Class couples have the specific responsibility of welcoming all new families into the school. They are able to introduce them to others, thereby encouraging friendships between the children and helping them to settle into the class environment;

Situations are engineered by staff or class couples to put families who speak the same language in contact with each other.

Assessment for learning

The assessments carried out allow us to identify whether any special arrangements are required for children who are learning English as an additional language. If necessary, individual targets can then be set.

We record their attainment and progress according to agreed school procedures.

Monitoring and review

This policy will be reviewed in two years, or earlier if necessary.

This policy will be reviewed annually	
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Version	3
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Author	Robert Teague, Headmaster
Approved by SMT	Yes
Approval required by PACT or sub-committee	Yes
Latest Review (state whether changes were made)	No
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