



English as an Additional Language Policy

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

Wonderful
Excellent
Lovely
Clever
Outstanding
Magnificent
Enthusiastic

(Acronym created by White Trees pupils)

INTRODUCTION

AIMS:

- The school wishes to support all of its pupils to become effective learners who are able to achieve their maximum potential.
- The Assistant SENCO's and The Project Manager oversees and monitors the provision and teaching of EAL pupils under the SENCO.
- This policy should be read in conjunction with the Equal Opportunities Policy.
- White Trees aims to meet the needs of any pupil in the school, including those who have EAL needs.
- Pupils with EAL needs will be offered full access to a broad, balanced and relevant education which will be inclusive and appropriate to their experience with English.
- Pupils will be assisted to become more proficient in English and, as their progress develops, to reach their academic potential.

EAL support is offered to all pupils for whom English is not a first language. Pupils will be assessed on arrival by staff and if they are considered to need English language tuition it will be a requirement that they follow an appropriate course.

If the pupil, teachers and parents/carers agree that one or no additional foreign language courses are appropriate, this lesson time will be used for additional tuition.

Examinations

Various examinations are offered, depending on ability and requirements. All pupils will take Functional Skills papers in English and if deemed appropriate, in GCSE English Language. The SENCO will liaise with the Examinations Officer on issues concerning Access Arrangements for external and internal examinations, as appropriate.

Teaching

All staff are familiar with the EAL Policy and are aware of their role in implementing it. Teaching pupils with EAL needs is a whole school responsibility, requiring a whole school response. Lessons can generally be divided into three areas:

1. Those that concentrate on learning and revising grammar.
2. Those that concentrate on one or more of the four skills: reading, writing, listening and speaking.
3. Those that support the wider curriculum.

All available resources are used, including the internet, the school library, newspapers, EAL books, listening materials and course books. Textbooks are reviewed regularly. Pupils are taught according to their ability and requirements. The schemes of work are followed at the appropriate level.

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All four skills are practiced, with emphasis on those which are the weakest. Some lessons are devoted to supporting work in other subjects. The amount of time spent on these lessons varies considerably and is decided upon after discussion with each pupil and subject teacher.

Monitoring

- Feedback on progress will be recorded at staff meetings.
- Use is made of all baseline school data and internal examination results for screening, diagnostic purposes and for shaping pupils' individual programmes.
- Examination and test results will be analysed.
- Reviews with pupils and parents/guardians will be arranged and recorded, as required.
- The school pastoral system incorporates strategies to support pupils for whom English is an additional language and a structured programme of induction and support is in place.

Supporting Pupils to Integrate into the White Trees Community

Relevant staff all make an input into the induction programme for pupils with EAL who join the school. In addition, Deputy Heads and individual teachers/tutors provide ongoing welfare and pastoral support for EAL pupils. Counseling and peer and staff mentoring are available to all pupils at the school to ensure that good personal and social progress underpins their academic performance. There is collaborative working between all staff to support the needs of EAL pupils as effectively as possible.

Staff Training

Guidance is offered on effective in-class differentiation and flexible teaching to help cater for the learning styles and English language level of individual pupils.

This policy is monitored by the senior leadership team (SLT) and is evaluated and reviewed annually.

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