



Waterloo Lodge
School

**Outcomes
First
Group.**

OptionsAutism

EAL Policy

Waterloo Lodge School

Updated 1 September 2024

Purpose

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

Definition

In defining EAL we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school; o
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

Introduction

This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

Objectives

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term in class conference and curriculum meetings in order to make decisions about classroom management and curriculum planning.

School/Class Ethos

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

The school structure, pastoral care and overall ethos aim to help EAL pupils integrate into the school whilst valuing diversity. Children that enter the school with little or no English will be given the opportunity to complete assessments and school work in their home language, a program of support for a transition of languages will be implemented when children are secure in their new setting.

- Classrooms are to be arranged to be socially and culturally inclusive;
- Teachers recognise the pupil's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the pupil to become a bi-lingual;
- Staff acknowledges the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class; • We also recognise that support may be necessary beyond the time a pupil appears orally fluent.

Assessment

The pupil's needs should be identified during the admissions process:

- The Admissions Officer will report/collect information about pupil's additional language needs; this will be passed to the subject teachers.
- A meeting with the pupil's teachers and the parent/carer begins the process of ongoing evaluation to meet the individual needs.
- Following the above, lessons will be planned appropriately.
- The subject teacher will keep a record of the pupil's progress and communicate this (together with reviews and new actions) to the SENCo at the end of each term.

Teaching and Learning

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary.
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

Access and Support

- All pupils will follow the full school curriculum.
- EAL pupils may be supported through a Learning Support Assistant in the classroom.

- Where necessary, withdrawal support may take place.

Responsibilities

Admissions Officer

To obtain, collate and distribute information on new pupils to relevant teacher. This includes:

- Language(s) spoken at home;
- From the previous school, information on level of English studied/used;
- Details of curriculum at previous school.

Head Teacher

- Evaluate the policy in the first half of the Summer Term each year and recommendations discussed by the Senior Leadership Team by the end of the term.

SENCO

- Monitor the progress of EAL learners through existing Literacy/subject monitoring
- Provide support and advice to class teachers

Teachers

- All involved in teaching EAL learners liaise regularly (by using departmental meeting time).
- Teachers communicate all EAL learners' progress to the SENCO at end of each-term.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL is passed on to all staff.
- Training in planning, teaching and assessing EAL learners is accessed.
- Challenging targets for pupils learning EAL are set and met.
- Are knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and use of resources and pupil grouping.

Monitoring Progress

- The monitoring of pupils' progress is shared between all teachers, learning support workers and the School SENCO
- Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

Policy Review

This policy is reviewed annually by the Head Teacher

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

**Outcomes
First
Group.**

**Acorn Education And Care
Options Autism**