The Fitzroy Academy

English as an Additional Language Policy

NEWREFLEXIONS
Where every child matters

Intent

In this policy, the term, 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English. As well as needing to learn English to access the curriculum we are aware that students may come from different cultural backgrounds to their peers and face different expectations of language, education and learning. Students may acquire conversational fluency, if supported well, but may need much longer to be able to write English successfully or achieve competence in academic English or in technical vocabulary needed to access other curriculum areas and examinations.

Aims

We welcome the cultural, linguistic and education experiences students with EAL contribute to the diversity of the school

- To ensure that strategies are put in place and reviewed appropriately to support students with EAL
- To acknowledge the importance of the student's home language and to build upon their existing skills and knowledge
- Provide a welcoming atmosphere for students with EAL and help them to feel comfortable to share their own language and experience on their journey to becoming fluent in English

Our Approach

- To gather as much background information as possible about the student – their cultures and abilities (in their own first language)
- Ensure students with EAL are acknowledged for their skills in their own languages
- Seek advice/help from other agencies to translate as necessary
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL
- To develop a culture that acknowledges EAL learners as positive contributors to the ethos and life of the school
- Ensure that the languages spoken by the students are represented in classrooms and throughout the school
- Where possible, link EAL learners to other students who speak the same language
- For all staff to provide a good model of both spoken and written English
- Engage specialist language teachers if necessary to support the learner

Teacher responsible for students with EAL

The English lead, supported closely by the school's SENCO and headteacher are responsible for students with EAL. Their responsibilities include:
- Working closely together so that the student's timetable includes targeted and bespoke interventions to support their swift acquisition of English
- Taking a lead role in assessing and targeting children with EAL

- Working with colleagues across the school to ensure the procurement and appropriate use of resources to support students with EAL
- Sourcing translators as appropriate
- Sourcing peers, as appropriate, to be their 'buddies' and act as good role models in English
- Sourcing and securing appropriate training both for themselves and other members of the school team, as appropriate
- Making links with other nearby schools with the aim of sharing good practice, finding other students who speak the same home language (due to the size of our small school)
- Taking on the role of a consultant so that staff can discuss equal opportunity and race equality issues openly, for the good of all students
- Where a student with EAL is assessed as having little or no English, co-ordinating appropriate support in the form of regular induction classes which will focus on practical, everyday English and will be rich in prompts and visual aids. Typically, this will last for half a term initially and will be reviewed. In-class support and small group work is utilised as soon as the student can be successfully integrated into the classroom environment.

The role of all school staff members

- To ensure that all students with EAL feel welcome and included in their classrooms
- Be willing to adapt and 'tweak' their teaching approaches to accommodate students with EAL
- Liaise with colleagues to ensure a consistent approach across subjects
- Encouraging and supporting students to develop their first language
- Ensure that all written work includes the technical requirements of language, as well as the meaning
- To participate fully in the monitoring of student's progress

Inclusion

- There is an understanding across the school that a limited knowledge of English, does not reflect a lack of ability or knowledge. Staff appreciate that a student's ability to speak their own first language is essential for building their confidence, self-esteem and supporting their emotional well-being.
- There is a shared understanding that the language development of students is the responsibility of the entire school community, and a culture of celebrating diversity is paramount
- Work in other subjects may be tweaked to ensure that the low levels of English are accommodated, whilst maintaining the subject content and level of academic challenge and vigour
- Signage in the classrooms and around the school building, reflect the home language of the students that are currently on roll
- Be mindful of key religious/community commitments that the students may need to attend when planning activities

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Our classroom practice

- All school staff have high expectations of all students, regardless of gender, ethnicity, sexual orientation, social background or English ability
- Specifically plan for and celebrate students using their first/home language in the classroom
- Teachers will consider common misconceptions and language barriers, e.g. the word 'takeaway' in maths might be mistaken for a food that is literally taken away from a restaurant to eat and will clarify meanings accordingly, supported by visual resources where appropriate
- Where possible, the following practices will be utilised to improve students' literacy: writing frames, use of appropriate computer software, key and/or subject specific vocabulary lists, visual prompts, bi-lingual dictionaries, dual-language textbooks and reading books
- To encourage collaborative activities e.g. paired work, drama, role play, as part of the classroom routine
- Classroom displays will reflect cultural and linguistic diversity
- Internal assessment methods will be planned and thought about carefully so that they allow students to show what they can do in all curriculum areas

Special Educational Needs (SEN)

- A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school
- The school recognises that a proportion of students with EAL may have one or more types of SEN and will endeavour to identify these at an early stage, arranging an assessment in the student's first language if necessary.

Policy Review

This policy is reviewed every two years, jointly by the SENCo and headteacher.

Policy reviewed	August 2023
Next review	August 2025