



Longridge School

English as an Additional Language Policy (EAL)

Aims and Objectives

At Longridge school, all children have the right to access all areas of learning across our curriculum. Access to a broad and relevant curriculum gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We recognise that in addition to their Special Educational Needs, some of our learners' may speak English as an additional language, commonly referred to as EAL.

We promote principles of fairness and justice for all through the education that we provide in our school. The language development of all pupils is the responsibility of all teachers and teaching support staff.

The aim of this policy is to help ensure we meet the full range of needs of those children and young people who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

Identification and Assessment

On admission, parents are asked whether their children predominantly speak or are exposed to another language at home and the first language they acquired. A register of pupils is kept whose language is not English and the language is recorded.

Teachers take action to raise the attainment of pupils with EAL by:

- Actively liaising with parents to help them to support their children's learning and supporting continued development of the first language where possible
- Promoting academic achievement by grouping EAL pupils according to cognitive level rather than English language level
- Giving pupils access to the curriculum as quickly as possible
- Providing pupils with opportunities to carry out activities alongside good models of English
- Developing an understanding of, and valuing, pupils' home languages in order to facilitate concept development in tandem with their acquisition of English
- Identifying language outcomes for all curriculum areas and include in planning and ensure that language and literacy are taught within the context of all subjects.
- Providing pupils with access to resources which are both age and developmentally appropriate, at an appropriate language level and are linguistically and culturally appropriate.
- Providing additional in-class and individual extra support sessions for pupils according to their individual needs which may include pre-teaching topic/subject specific vocabulary
- Using key visual and auditory resources to support children's access to the curriculum
- Assessing pupils with EAL to establish their needs and progress relative to their non-EAL peers
- Liaising with the SENCo to identify EAL pupils
- Being aware that an EAL pupil's social language may be much more advanced than their academic language
- Celebrating other cultures and multilingual skills
- Seeking first language assessment where possible to ensure the accurate identification of SEND.
- Monitoring the results of internal assessments and setting targets to address any underachievement identified.

Home-school links

Strategies are in place to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school

Additional support and guidance for learners with EAL is available from Minority Ethnic Achievement Service (MEAS) [Minority Ethnic Achievement Service \(MEAS\) | Staffordshire Connects](#)

<i>Last Reviewed</i>	<i>August 2023</i>
<i>Next review due</i>	<i>August 2024</i>
<i>Reviewed by</i>	<i>Head Teacher</i>