



CHILDREN'S SERVICES

## POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

### Document Purpose

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This policy reflects the values and philosophy of The National Institute of Conductive Education (NICE) in relation to teaching pupils whose mother language at home is not English.

This policy sets out the 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.

### Key Principles of additional language acquisition

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- EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content
- Access to learning requires attention to words and meaning embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years
- Language develops best when used in purposeful contexts across the curriculum
- The language demands of learning tasks need to be identified and included in planning
- Teaching and support staff play a crucial role in modelling uses of language
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages

### Audience

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This policy document has been developed and agreed by the whole staff. A copy of the document is kept in the Policy Document File by the Children's Services Administrator. This central location ensures the availability of the document to visiting teachers, for example outreach/support staff, and to parents. Copies of the document are available from the Director of Services.

## Pupils

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This policy has been prepared for pupils whose mother language is not English who also have motor disabilities, most of whom have learning difficulties, behaviour difficulties and speech and communication difficulties. The pupils take an active part in Conductive Education the philosophy of which complements the teaching of all subjects of the National Curriculum.

The children in school group are taught in one teaching group and follow the KS1, KS2 and reception programme of study. The work is differentiated into levels of increasing challenge. All children are set appropriate learning objectives, taught using appropriate strategies to meet their needs and given the opportunity to learn in ways that maximise their chances of success and have adults working with them, where possible, to tackle the specific barriers to progress they may face.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

## Aims

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- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976. The Race Relations Act was amended in 2000 and in 2003
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- 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 academic potential
- To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

## Strategies

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- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

## Planning, Monitoring and Evaluation

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- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives
- Staff regularly observe, assess and record information about pupils' developing use of language
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families

Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The school should monitor the attainment and progress of pupils who may be at the earliest stages of learning English. For example, schools may be using the step descriptors from A language in common: assessing English as an additional language ( QCA, 2000/584). Although the scale is not statutory it was strongly recommended by the former DCSF. The school should also have taken steps to assess the learners' proficiency and literacy in their first language and established what prior subject knowledge and experience they have in other subjects.

## Adult support

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We aim to provide for all children to enable them to achieve their potential in all lessons. Where appropriate, this may be facilitated by having individual children, or small groups of children, working with an adult. This adult may be the class teacher or a teaching assistant. Where it is not the class teacher, the adult will be briefed by the teacher and/or have access to the teaching plan, in order to maximize his/her direction of the child or group and to fulfil their learning outcomes.

## Equal Opportunities

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All children are provided with equal access to all programmes and subjects of the National Curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background (also see school policy on equal opportunities).

## The following policies are also linked to the teaching pupils whose mother language is not English:

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- English
- Special Educational Needs.
- Introduction to school group
- Spiritual Moral Social and Cultural Development Policy
- Race Equality
- Religious Education

**Review:** Annually **Review Date:** January 2017