

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY including EYFS DURHAM HIGH SCHOOL

This policy should be read in conjunction with: SEND Policy.

Introduction

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an Additional Language (EAL). That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the School. Throughout this policy, and in other related policies and documents, these pupils are referred to as 'EAL pupils'.

Context

Pupils who have a home language other than English, do not form a homogenous group. Currently, we have pupils with Japanese, Farsi, Mandarin, Punjabi, Hindi, Gujarati, Urdu, Arabic, Tamil, Kurdish, German and Spanish as home languages. The entrance examination for Senior House requires pupils to have a minimum standard in English; however, EAL pupils may be admitted at the discretion of the Headmistress.

Pupils with more limited English Language skills are immersed in using English in the curriculum and broader school life. Often, and especially with EAL pupils in Junior House, the acquisition of spoken English is so rapid that such pupils are soon able to access all areas of the curriculum. Where this is not the case, parents are advised that specialist support can be provided by the School; parents are asked to pay an additional charge for all such support lessons. When assessing communication, language and literacy skills, practitioners must assess children's skills in English.

Aims and Objectives

The School aims to:

- Be active in the removal of barriers to learning and success for EAL pupils.
- Ensure EAL pupils have equal access to the curriculum and other educational opportunities.
- Ensure EAL pupils fulfil their educational potential.
- Provide a safe, welcoming, nurturing environment where EAL pupils and their families are accepted, valued and encouraged to participate fully in the School community.

Responsibility of Staff for Supporting EAL Pupils

- All staff are responsible for ensuring that their planning meets the needs of all pupils including those with EAL.
- All staff should act upon advice given by the Learning Support Co-ordinator.
- All staff should make suggested adjustments to delivery and presentation of resources where necessary.
- All staff share responsibility for the integration of pupils with EAL in their lessons.
- All staff should consult the Learning Support information on EAL pupils in the staff open area.
- All staff will liaise with parents when reporting on progress.
- Heads of Year/Form Teachers will liaise with parents on pastoral issues.

Responsibility of the Learning Support Co-ordinator

The Learning Support Co-ordinator will:

- Inform staff of EAL pupil needs, through annual CPD training days and when/if further information becomes available.
- Respond to requests for information on EAL pupils.
- Liaise with pastoral staff on EAL pupils.
- Liaise with subject staff and monitor progress.
- Liaise with the Examinations Co-ordinator to ensure appropriate access arrangements are in place for internal and public examinations, where necessary.

Teaching and Learning

EAL pupils:

- Have access to the whole curriculum.
- Are taught with their peers.
- Are placed with fluent English speakers who will provide them with a good language model.
- Are placed in sets to match their ability.

Teaching staff will:

- Plan for and provide appropriate stimuli for language development.
- Provide opportunities for younger children to use their home language in play and learning.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Plan for teaching and learning of subject specific vocabulary.
- Use visual support of all kinds, as appropriate.
- Encourage the use of bilingual dictionaries where necessary.
- Consider language use and provide suitable contextual clues for EAL pupils.
- Be aware that School culture and environment (e.g. teaching; learning; routines and practices) may differ from the School culture that EAL pupils have previously experienced.
- Plan for and provide specific time for pupils with EAL needs, if necessary.
- Be aware that an EAL pupil's social language may be more advanced than their academic language.
- Monitor and review progress on a half-termly basis.
- Liaise with the Learning Support Co-ordinator as and when appropriate.

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