



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

COGNITA
TEACHING EXCELLENCE

1. Introduction

The aim of this policy is to recognise the needs of international pupils who are learning English as an additional language to that used in their home and to set out the provision made for them at Oakleigh House School.

This year we expect the number of pupils at Oakleigh House for whom English is an additional language to be 12 in Early Years, 7 in Key Stage 1 and 6 in Key Stage 2.

2 Aims

- To provide international pupils with a welcoming, nurturing environment where they are accepted, valued and encouraged to participate in school life.
- To give recognition to the personal and cultural changes international pupils have to make
- To ensure that pupils are able to use English confidently and competently, ensuring equal access to the curriculum.
- To ensure international pupils have equal opportunity to fulfil their academic potential.

- **Objectives**
 - To assess the skills and needs of international pupils and deliver appropriate provision throughout all sections of the school.
 - To maintain pupils' self-esteem and confidence
 - To respond positively to non-verbal communication

- **Underlying Principles**
 - Language develops most effectively when used in purposeful contexts across the curriculum
 - Teaching and learning in all areas depends on the effective use of language.
 - The language demands of learning tasks need to be identified and planned for.
 - EAL is recognised as not being a 'learning difficulty'
 - EAL pupils may have learning difficulties and will have equal access to additional support and provision.

- EAL pupils may be in the MAT category even though they may not be fluent in English.
- Teachers play a crucial role in modelling uses of language.
- The diversity of individuals and communities is valued
- Respect is shown for pupils' home language and opportunities will be given for EAL pupils to express themselves in their home language
- Language is central to our identity and teachers need to be aware of the importance of pupils' home languages and where appropriate, to build on their existing knowledge and skills.
- Understanding is always in advance of spoken language and it is important that pupils do not feel under pressure to speak until they are confident.

5. Teaching and Learning

- Assess the pupil's abilities in English on admission to the School
- Provide good language role models for social interaction in learning activities
- Show differentiation in lesson planning
- Have high expectations
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning targets.
- Recognise that EAL pupils need more time to process answers
- Allow pupils to use their home language to explore concepts
- Classroom activities should have clear learning objectives and resources should be deployed to ensure that EAL pupils are able to participate in lessons.

6. Responsibilities

It is the responsibility of all staff to identify the needs of EAL pupils and to ensure they are able to learn successfully. All staff are responsible for differentiation in their planning. The Headteacher is responsible for co-ordinating, monitoring and maintaining an overview of provision for EAL pupils.

These responsibilities include:

- Ensuring relevant information on pupils with EAL reaches all staff.
- Providing advice to teachers and support staff on classroom strategies
- Co-ordinating 1:1 and in class support for EAL pupils