

West Midlands UTC

Students for whom English is an Additional Language (EAL) Policy

Author	EWG	Version	0.1
Date Approved	DRAFT	Last Review Date	04/09/2017
Comments	This is a policy detailing the arrangements for the support of students with EAL which should be read in conjunction with the Special Educational Needs and/or Disabilities Policy.		
Monitoring, Evaluation and Review	<p>The SENCO retains responsibility for ensuring that the commitments made within this policy are upheld by the UTC. They will monitor and evaluate the impact of the policy and conduct regular consultation with parents, students and staff to ensure that the policy is fit for purpose and being applied consistently.</p> <p>The Vice Principal will review the policy and its impact annually and offer feedback to the Governing body.</p>		

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1. Purpose

- 1.1.** The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- 1.2.** EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.
- 1.3.** This policy sets out the UTC's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

2. Aims

- 2.1.** To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the UTC.
- 2.2.** To implement UTC-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- 2.3.** To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

3. Objectives

- 3.1.** To be able to assess the skills and needs of students with EAL and to provide for their needs.
- 3.2.** To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- 3.3.** To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- 3.4.** To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

4. Strategies

- 4.1.** There will be a positive and effective language ethos:
 - 4.1.1.** There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue.
 - 4.1.2.** Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.
 - 4.1.3.** The language development of all students is the responsibility of all teachers and learning support staff.

- 4.1.4. There will be liaison between teachers and the SENCO to discuss language development within the structure of the lesson.
- 4.1.5. Diversity will be valued and classrooms will be socially and intellectually inclusive.
- 4.1.6. Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- 4.1.7. Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate. 4.2. Specialist advice and guidance on supporting students will be obtained from the local area SENCO.

5. Teaching and Learning

5.1. In order to ensure that we meet the needs of EAL students, staff will:

- 5.1.1. assess the student's fluency level as soon as possible
- 5.1.2. show differentiated work for EAL students
- 5.1.3. employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- 5.1.4. have high expectations, expect students to participate in all classroom activities/tasks
- 5.1.5. monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- 5.1.6. recognise that EAL students need more time to process answers and to complete extended work
- 5.1.7. allow students to use their mother tongue to explore concepts when appropriate
- 5.1.8. give newly arrived students time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- 5.1.9. group students so that EAL students hear good models of English
- 5.1.10. use collaborative learning techniques

6. Other relevant documentation

- SEND Policy WMUTC – EAL Policy 02/07/2015