

<b>Local Procedure Title</b>	<b>English as an Additional Language</b>
<b>Site</b>	<b>Sedgemoor Manor School</b>
<b>Local Procedure date</b>	04/09/23
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<b>Local Procedure Author(s)</b>	Emily Bott
<b>Local Procedure Ratification</b>	Checked and Approved by:

### 1. Aims and objectives

At Sedgemoor Manor School we aim to ensure that:

- We makes adequate provision for pupils with English as an additional language.
- EAL children are identified and teachers are aware of their pupils' language needs, to ensure they are able to access a broad curriculum and are supported in achieving their potential.

Sedgemoor Manor School recognises that:

- EAL pupils' ability to access the curriculum may be ahead of their English language skills
- EAL is not SEND ("special educational need / disability") or a "learning difficulty"
- EAL pupils may have additional needs in accessing the language used by staff and peers, with related learning issues, which can lead to underachievement and isolation
- All teachers are teacher of pupils with individual needs, and are responsible for developing children's spoken and written language skills to raise pupils' achievement
- Language is effectively developed in a purposeful context across the curriculum
- Teaching and support staff play a crucial role in modelling uses of language
- Language is central to identity and the views of the pupil and parents are taken into account in supporting a pupil's learning

### 2. Principles of EAL provision

In providing for the needs of pupils with English as an Additional Language the School:

- Considers EAL provision a whole school responsibility
- Regards bilingualism as an asset. EAL pupils are supported and encouraged to integrate and thrive in the culture of the School whilst appreciating their own home language and cultural uniqueness

Provides class/subject teacher/Key Person differentiated work and learning opportunities as required in order to immerse and support pupils in accessing a broad and balanced curriculum recognises that effective EAL differentiation needs:

- Comprehensible input for pupils within a rich multi-sensory contextual background
- Comprehensible output by pupils receiving active encouragement in a supportive/ collaborative learning environment.

### 3. EAL definition

An EAL pupil is one whose first language is not English. This includes pupils who are fully bilingual as well as those at different stages of learning English.

#### 4. English as an Additional Language (EAL)

Where pupils attend school with EAL, Sedgemoor Manor School aims to:

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

Teaching and Learning to support EAL learners:

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

- Assess the pupil's fluency level as soon as possible;
- Show differentiated work for EAL pupils;
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context;
- have high expectations, expect pupils to participate in all classroom activities/tasks;
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks;
- recognise that EAL pupils need more time to process answers and to complete extended work;
- allow pupils to use their mother tongue to explore concepts when appropriate;
- give newly arrived pupils 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;
- group pupils so that EAL pupils hear good models of English;
- use collaborative learning techniques;

Spoken and written communication between the students and teaching and non-teaching staff, and between the school and parent/careers and the local community, will be positive and appropriate, including the use of students' home languages.

#### 5. Planning

In order to support planning, an EAL pupil's competence in English can be regarded as:

- Level 1: Silent period (beginner)
- Level 2: Basic interpersonal communication skills (BICS)
- Can be reached within two years of exposure to English
- Level 3: Socially competent language; beginning to communicate increasingly effectively in an academic environment
- Level 4: Acceptable levels of English language, but it is still a barrier to underachievement in some educational areas
- Level 5 : Cognitive academic language proficiency (CALP); English is not an academic barrier

A minimum of five years may be needed to achieve this stage of being in line with peers who have English as a first language.

NB, it is recognised that pupils at this stage may still benefit from explicit teaching of language within the context of individual subjects and topics.

Children's Services: Local Procedure Template

**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions