



<b>Local Procedure Title</b>	<b>English as an Additional Language</b>
<b>Service</b>	<b>Aspris Telford School</b>
<b>Local Procedure date</b>	September 2023
<b>Local Procedure review date</b>	March 2025
<b>Local Procedure Author(s)</b>	Clare Davis, Headteacher
<b>Local Procedure Ratification</b>	Scott Preston, Regional Director

<b>Introduction</b>
<p>The term EAL (English as an Additional Language) is used to refer to young people whose main language at home is other than English. All students referred to Aspris Telford have an EHCP (or are in a period of assessment). If students are also EAL, SEND presentations related to communication, social skills and processing can be intensified. EAL young people, 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 shows 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. EAL students need timely 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. This policy sets out the school's objectives, attitudes, and teaching strategies with regard to the needs and skills of EAL students.</p>
<b>Aims of this procedure</b>
<ul style="list-style-type: none"> <li>To recognise and value the cultural, linguistic and educational experiences that young people with EAL bring to the school.</li> <li>To implement school-wide strategies to ensure that EAL students are supported in accessing the curriculum.</li> <li>To help EAL students develop confidence in communication and acquire the English language skills they need to fulfil their academic potential.</li> </ul>
<b>Our commitment to students with EAL</b>
<ul style="list-style-type: none"> <li>We value diversity and are committed to providing an inclusive learning environment.</li> <li>We understand that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue.</li> <li>We acknowledge that placing value on a young person's ability within their home language or culture is crucial for her/his self-esteem.</li> <li>We recognise that teachers and support staff have a responsibility to support with development of English language skills.</li> <li>We will use information about EAL needs to inform curriculum and lesson planning and delivery.</li> <li>We will provide support in a variety of forms, including induction classes for complete beginners in English; on-going in-class support and small group language work where appropriate.</li> </ul>
<b>School objectives</b>
<ul style="list-style-type: none"> <li>To assess accurately the skills and needs of young people with EAL and to provide for their needs.</li> </ul>

- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor young people with EAL.
- To monitor young peoples' progress systematically and use data to inform curriculum planning and target setting.
- To maintain young people's self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### Teaching and Learning strategies

To meet the needs of EAL students, staff will:

- give new EAL students time to immerse themselves in English bearing in mind that there is a “silent period” when those new to the language understand more English than they use
- assess the young person’s fluency level as soon as possible after admission.
- provide appropriately adapted text for EAL students.
- employ a range of strategies to reinforce understanding of language in different contexts.
- maintain high expectations for participation in all classroom activities / tasks.
- monitor progress carefully and ensure that EAL young people are set appropriate and challenging tasks, including the setting of appropriate extended tasks.
- recognise that EAL young people need more time to process answers and to complete extended work.
- allow young people to use their home language to explore concepts when appropriate.
- consider groupings to ensure exposure to good modelling of spoken English.
- use collaborative learning techniques.
- ensure that spoken and written communication with EAL students and their family/community is managed positively and respectfully.

Ultimately, we expect that, in line with our aspirations for all students, those with EAL will succeed in line with our curriculum policy.

**Local Procedure Review History:**[illegible]