



ARCHWAY ACADEMY INDEPENDENT SCHOOL  
EAL POLICY



## **Introduction**

This policy describes the way in which Archway Academy meets the needs of children with English as an Additional Language (EAL).

The school wishes to support all of its pupils who have EAL needs to become effective, independent learners and thereby to achieve their maximum potential.

## **Scope**

A distinction is made between EAL and Special Educational Need and Disability (SEND). The policy takes account of the SEN Code of Practice which recognises that pupils with EAL needs often have a linguistic rather than a learning or cognitive difficulty. At the same time, when pupils who have EAL needs do not make the expected progress, it should not be assumed that their language status is the only reason and they may be referred for assessment in accordance with SEND policy and practice.

## **Aims**

- To promote equality of opportunity for all learners for who English is an additional language.
- To deliver a broad balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL learners reach their full potential.

## **Key Commitments**

Meet the needs of any pupil in the school, including those who have EAL needs, within the mainstream curriculum, using English as the language of instruction and teaching.

Offer full access to a broad, balanced and relevant education to pupils with EAL needs.

Ensure that no pupil is discriminated against, in any area of school life, on the basis of their cultural/language needs.

Work collaboratively with academic and pastoral staff to support the English needs of a pupil as effectively as possible, in order to narrow any potential attainment gap between EAL pupils and their peers.

Regularly monitor a pupil's or pupils' progress to ensure that difficulties in achieving their potential are detected as soon as possible.



Recognise and value the importance of the pupil's first language and the additional experience and perspective that this brings to the school.

### **Core Principles for Additional Language Acquisition**

Effective use of language is crucial to the teaching and learning of every subject.

The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension activities.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.

Tutors have a crucial role in modelling uses of language.

### **Teaching and Learning Principles**

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences.

Classroom activities have clear language development and learning objectives and appropriate support and resources employed to ensure that pupils are able to participate in lessons.

Grouping and setting arrangements are made to ensure that EAL learners have access to strong English language peer models.

Additional sessions will be provided for those pupils who are significantly behind their peer group in language and literacy.

### **Identification**

Information is gathered about pupils' linguistic background and previous educational and schooling experience.

EAL pupils are identified through the information provided on entry by parents and local authorities. Pupils are also identified by feedback from teaching staff and details are recorded.

Pupils identified as having English as an Additional Language will be monitored to ensure pupil progress.



Where pupil achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place.

The School will set appropriate targets with an individual action plan for pupils targeted for support and these will be reviewed on a regular basis.

Information related to pupils EAL needs will be passed on to Tutors.

### **Resources**

A range of resources should be used to support pupils' linguistic development including computer software, educational websites bilingual dictionaries (where pupils are literate in first language), thesaurus', key word lists, key visuals/graphic organisers to support organisation of language and thinking across the curriculum.

### **Parents/Guardians/Carers and the Wider Community**

We aim to provide a welcoming and supportive admission process for the induction, assessment and support of all new pupils and their families.

### **Staff Development**

The school will ensure that all staff know about teaching EAL in the curriculum to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

### **Review and Evaluation of Policy**

School data will include relevant information on ethnic minority/EAL pupils and this will enable the school to monitor targets.

This evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.