



ASPIRE

THE ASPIRE HUB

EAL POLICY

EAL POLICY (English as additional language)



At The Aspire Hub, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

In order to clearly establish the needs of individual pupils we offer the following definition of terms:

- EAL stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.
- Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.
- Advanced learner of EAL is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational success.
- Minority ethnic group is used to describe all groups other than the White British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups.
- Most children learning EAL are from minority ethnic groups.

Teaching and Learning

At The Aspire Hub, we use various methods to help children who are learning English as an additional language. Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
- Explaining how spoken and written English have different usages for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Giving them appropriate opportunities for talking including bubble time, talk partners, show and tell and role play on a regular basis.
- Encouraging them to relate one language to another.
- Using bilingual signs and labels.
- Using bilingual staff throughout the school (when needed).
- Assessing on entry (in first language) where possible.
- Using a range of EAL support materials gathered from various sources.

Ensuring their access to the curriculum and to assessment by:

- Using texts and materials that suit their ages and learning stages.
- Providing support through ICT, video and audio materials, dictionaries.
- Using the home or first language where appropriate.
- Using tailored support packages such as ‘Race To English’ and ‘Talking Partners@Primary.’



EAL and Inclusion

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.

Children with English as an additional language also complete individual programmes of work planned by the SENCo. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment for learning

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language. The teachers and learning support staff carry out ongoing recording of attainment and progress in line with agreed school procedures.

Parent Partnership

Our school recognises the paramount importance of, and values the partnership with, parents and carers.

We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- Take into account parents’ knowledge, views and attitudes.
- Provide parents with information on school policy, support and services.
- Provide and use information techniques that ensure communication is clear and hence effective.

This policy will be reviewed annually.

Date	Ratification	Reviewed by
August 2019	This policy was ratified by the board of Directors	Directors
March 2021	No changes made	KJ LE