EAL Policy

Expanse Learning Wigan School

October 2022

Author:	Ed Hanley	Version	6	Review Date:	Sep-23

1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

2. Introduction

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

3. Aim

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976. To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School. To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential. To encourage and enable parental support in improving children's attainment. To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School. To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning and to maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (E.g. during Special Language Events)

4. Strategies

School/class ethos

School seeks to:
o   develop both the curriculum and environment to be socially and intellectually inclusive, value cultural differences and foster individual identities;
o   recognise the child's mother tongue; boost the child's self-esteem whilst acknowledging that he/she has the potential to become a bi-lingual adult;
o   identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another;
o   recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format;
o   Providing and targeting appropriate reading materials that highlight different ways in which English may be used;
o   Give newly arrived students time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained);
o   Group children to ensure that EAL pupils hear good models of English;
o   Use collaborative learning techniques;
o   Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
o   Explain how speaking and writing in English are structured for different purposes across a range of subjects;
o   Refer to Specialist Support Services if appropriate (Wigan EMAS);
o   Ensure that there are effective opportunities for talking, and that talking is used to support writing .

Assessment
o   School Registration form identifies pupils where English is their second language
o   Carry out on-going recording of attainment and progress in line with agreed school procedures.

Access and support
All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning. Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable them to complete tasks with understanding. Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

5. Responsibilities

The School Business Manager and Pastoral Team will identify EAL students as part of the admissions process and distribute relevant information to staff, including:

o Language(s) spoken at home;
o Information from previous setting on level of English studied/used (where available).

Head Teacher
o All involved in teaching EAL learners liaise regularly
o Parents and staff are aware of the school's policy on pupils with EAL
o Relevant information on pupils with EAL reaches all staff
o Training in planning, teaching and assessing of EAL learners is available to staff
o Targets for pupils learning EAL are set and met
o The effectiveness of the teaching of pupils with EAL is monitored and assessed regularly

Assistant Headteacher/SENCO
o Oversee initial assessment of pupils' standard of English as necessary
o Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate.
o Monitor standards of teaching and learning of pupils with EAL
o Report to the Head Teacher on the effectiveness of the above and the progress of pupil
o Monitor progress and identify learning difficulties that may be masked by EAL

Teacher
o Be knowledgeable about pupils' abilities and needs in English and other subjects
o Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping

6. Monitoring arrangements
o The Head Teacher is responsible for monitoring and reviewing this policy.
o The Board of Directors will check that the School complies with this policy.
o This document will be reviewed **every 12 months thereafter**.
o At every review, the policy will be shared with the governing board for review and challenge purposes.

Impact of non-compliance

Staff:	Not Applicable
Student:	Not applicable
Legislation/organisational:	Reputational damage, statutory and non-regulated compliance.
Compliance lead:	Headteacher/Director of Schools
Policy Reference:	ELWS-POL-OPER-0008
Version:	6
Agreed policy location:	DatabridgeMIS and Company Website
Does the policy require Governor approval?	No

Approval

Prepared by	Approved by	Counter Signatory
Ed Hanley	Tony Brown	Richard King
01/10/2022	01/10/2022	01/10/2022
Assistant Headteacher	CEO	Director of Schools, Pre 16 Education

Version Control

Version	Date	Revision	Review Date
1	04/01/2019	First Issue	03/01/2020
2	04/02/2019	Transferred onto the new policy template	03/01/2020
3	01/09/2019	Policy review and transfer to new template	31/08/2019
4	01/09/2020	Policy Review	31/08/2021
5	01/09/2021	Reviewed	31/08/2022
6	01/10/2022	Policy Reviewed	30/09/2023