



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Updated September 2017
Approved by the Principal

1. Introduction

- 1.1 The term EAL is used when referring to learners where the mother language at home is not English. This policy sets out the Big Creative Academy'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.
- 1.2 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 Equality Act (2010). Big Creative Academy has the following objectives:
 - To welcome and value the cultural, linguistic and educational experiences that learners with EAL bring to the organisation
 - To help EAL learners to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
 - To encourage and enable parental support in improving learners' attainment
 - To be able to assess the skills and needs of learners with EAL and to give appropriate provision throughout the organisation
 - To monitor learners' progress systematically and use the data in decisions about classroom management and curriculum planning
 - To maintain learners' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

2. Strategies

- 2.1 Learning spaces need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- 2.2 Recognise the learner's mother tongue and boost the learner's self-esteem.
- 2.3 Identify the learner's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.
- 2.4 Recognise that learners with English as an additional language will need more time to process and answer both orally and in written format.
- 2.5 Use collaborative learning techniques.
- 2.6 Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.

2.7 Ensure that there are effective opportunities for talking, and that talking is used to support writing.

3. Access and support

3.1 All learners will follow the full curriculum. The organisation will provide texts and resources that suit the learners' level of learning.

3.2 Where appropriate, EAL learners will be supported in sessions to enable the learner to complete tasks with understanding.

3.3 Extra time and support in exams will be awarded if appropriate

4. Responsibilities

4.1 Course Leads and tutors will obtain, collate and distribute information on learners with EAL. They will ensure that:

- Relevant information on pupils with EAL reaches all staff
- Targets for learners with EAL are set and met
- Liaison with the SENCO takes place to meet learners' needs
- Progress is tracked and monitored