

# Willow School Policy



## EAL Policy

Date: January 2024

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The government definition of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003). Diversity of EAL learners.

## **Aims**

Willow School aims to ensure that all EAL pupils are able:

- To use English confidently and competently.
- To use English as a means of learning across the curriculum
- To ensure that EAL pupils are fully included into the life and work of Willow
- To ensure that pupils whose first language is not English reach their full potential.

## **Objectives**

- To identify and assess individual pupils' needs as soon as possible.
- To acknowledge the importance of pupils' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parent/carers and pupils are involved in the process.
- To promote a whole school responsibility towards EAL pupils.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
- To make appropriate use of external agencies.

## **Management and Administration**

### **a) Whole School Approach**

English as an alternative language is addressed in all faculties by subject teachers.  
Pupils with little English will receive intervention  
All pupils with EAL will have In-class support provided, if finances allow.

### **b) Documentation**

All documentation and records are maintained by SENDCO (Special Education Needs and Disabilities Co-Ordinator) and are confidential to the parent/carers and to those members of staff associated with the child concerned.

### **c) Partnership with Parent/carers**

We aim to work closely with parent/carers of EAL pupils and ensure that they are encouraged to become involved in school activities.

Parent/carers will be informed of their child's progress regularly and will be invited into school to discuss any concerns.

## Procedure

Information will be gathered about:

- The pupil's linguistic background and competence in other languages.
- The pupil's previous educational and schooling activities and where appropriate the family's biographical background.

## Strategies to ensure access to the Curriculum

- Referral to external agencies, if necessary.
  - Initial direct teaching to aid acquisition of English.
  - Use of bi-lingual resources, eg, dictionaries, on-line support, Key Word lists.
  - Collaborative group work and peer support.
  - Enhanced opportunities for speaking and listening.
  - In-class support (if funding available).
  - Additional visual support, eg, posters, non-verbal clues.
  - The use of writing frames.
  - Regular feedback from staff.
  - Access for teaching staff to ICT support materials.
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.
- Where needed advice for support will be gained from the Ethnic Minority Traveller Education Team.

## Monitoring

- o Pupil's attainment in curriculum areas to be monitored using:
  - Discussion with subject staff
  - Termly Reports
  - Annual School Report

## Resources

A range of resources are used to support a pupil's linguistic development. These include games, adaptations to lessons, use of wigits (pictures and words), keyword lists, bi-lingual dictionaries and computer software.