



Outcomes
First Group

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

For Acorn Education and Options Autism
Schools and Colleges

JUBILEE SCHOOL

ELA POLICY

CONTENTS	Page
1.0 INTRODUCTION	2
2.0 AIMS, OBJECTIVES & STRATEGIES	2
3.0 TEACHING & LEARNING	2

1.0 INTRODUCTION

The term English as an Additional Language (EAL) is used when referring to students whose main language at home is a language other than English.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

2.0 AIMS, OBJECTIVES & STRATEGIES

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school;
- To implement school-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and fluent in English in order to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of EAL students and to give appropriate provision throughout the school.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor EAL students.
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages;

Strategies

- Recognise the child's mother tongue; boost the students' self-esteem.
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Identify the students' strengths.

3.0 TEACHING & LEARNING

- Assess the student's competence in English in relation to the National Curriculum standards and expectations as soon as possible.
- Show differentiated work for EAL pupils in planning;
- Have high expectations; expect pupils to contribute and give you more than one-word answers;
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives.
- Recognise that EAL students need more time to process answers.
- Allow students to use their mother tongue to explore concepts.
- Group children to ensure that EAL students hear good models of English.

- Use collaborative learning techniques.

Headteacher

The Headteacher will ensure that:

- All involved in teaching EAL learners liaise regularly;
- Parents and staff are aware of the school's policy on pupils with EAL;
- Relevant information on students with EAL reaches all staff.
- Training in planning, teaching and assessing EAL learners is available to staff;
- Challenging targets for EAL students; learning is set and met;
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;

Tutor/Class Teacher

The Tutor/Class Teacher will:

- Oversee initial assessment of students' standard of English.
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Educational Plan for each student);
- Monitor standards of teaching and learning of EAL students.
- Liaise with the Multi-Cultural Service;
- Liaise with parents/guardians;
- Support the students' language development both in class and by withdrawal (for 1:1 work) as appropriate.
- Report to the Head on the effectiveness of the above and the progress of students.
- Be knowledgeable about students' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and students grouping.



Outcomes
First Group

