

Hurworth School

English as an Additional Language (EAL) Policy

Accepted by: Board of Directors September 2011

Lead Reviewer: Head of Literacy

Review Cycle: 3 Years

Date for Review: September 2014

“Students for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the student’s age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each student’s progress in the acquisition of English Language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

“ The ability of such students to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help them develop their English and participate in all subjects.”

Framework for Teaching English :
Years 7, 8 and 9 - page 58
DfE - 2001

Aims of the EAL Policy

- To ensure that all EAL students have the opportunity to maximise their potential,
- To meet the entitlement of all students to be educated appropriately
- To assist EAL students to adapt socially to the environment
- To enable the students to have full access to the National Curriculum.

Identification

- From primary schools or directly from parents in the case of new students.

Meeting the needs

- Assess individual student’s need for support (with advice if necessary)
- Input additional Teaching Assistant support / teaching resources where necessary
- Provide staff training if necessary on the use of resources / teaching strategies
- Set individual targets for students newly arrived from abroad, or those at risk of underachieving.
- To disseminate information on all EAL students to staff
- Place student on the SEN register (with parental consent) to ensure regular weekly monitoring of progress and for the student to benefit from half termly mentoring and tracking at Key stage 3

- Monitor differences in performance between different ethnic groups, performance between subjects, at KS3/4 exam results (current and previous years) and across grades and levels
- Use the information to identify trends related to underachievement
- These trends to be discussed in faculties with each subject looking at targets for EAL students
- Use LA advice where available
- Provide in-service training on strategies that support the development of English Language skills across the curriculum and facilitate access to the curriculum.
- Develop the use of multicultural, anti-racist resources and materials across the curriculum.

Monitoring

- Termly check on individual attainment and effort grades in line with school policy
- Form tutor contact and monitoring
- Raising Achievement Coordinator
- Parent/School contact
- SENCo to monitor weekly through SEN systems and policy