



Unity College Blackpool

EAL Policy

Statement of Aims

Unity College is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

The Context of the School

At present, a number of additional languages are spoken at this school. These languages are Bengali, Urdu, Tagalog, Thai, Mandarin, Gujarati, Tamil, Polish and Romanian. As a result of pupil mobility, the number of different will fluctuate during the course of an academic year. 3.4 % of pupils have a home language in addition to English.

Three pupils are currently identified as needing EAL support. The school is actively supported by EMA practitioner Elizabeth Thomas who visits school to support named pupils and liaise with the G McGuinness who has responsibility for EAL pupils within school. In addition, the school uses Teaching Assistants who, in addition to their general support timetable, are utilised to support EAL pupils in class and to offer GCSE pupils one to one support.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the National Curriculum.

- The school applies the three principles of inclusion as identified in the National Curriculum Handbook.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and Differentiation:

Lesson plans should identify the demands of the National Curriculum and provide differentiated opportunities matched to individual EAL pupil needs.

Key features of language, which are necessary for effective participation, should be identified. These might be key words, certain patterns of grammar, use of language or forms of text.

Literacy and Numeracy:

Classroom activities should have clear learning objectives and appropriate support and resources deployed to ensure that pupils are able to participate in lessons. Staff should review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

There are a number of strategies that staff can use to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Writing frames, directed activities related to texts (DARTs)
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate.
- Where possible, learning progression moves from concrete to abstract

Planning, Monitoring and Evaluation

On admission information is gathered about:

- the pupil's linguistic background and competence in other languages
- the pupil's previous educational and schooling experience
- the pupil's family and biographical background

For non routine admissions this information is acquired during the admissions interview. The EMA service from the CSA may also be involved in the gathering of this information. In addition, as assessment is made of pupils' abilities in reading, written and spoken English using the NASSEA language scales. Pupils' progress is reviewed using the scales. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should EAL pupils be identified as SEN during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

Resources

A range of resources should be used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Assessment materials should use images and texts which are appropriate for all pupils.

Staff Development

Guidance on how to support EAL pupils in lessons is included in this policy. Teachers or support staff requiring additional guidance have the opportunity to discuss issues with Elizabeth Thomas (EMAS) who visits the school on a regular basis. See GM should you need to contact her directly. The National Strategy Handbook "Unlocking Potential: Raising ethnic minority attainment at Key Stage 3" is available from GM. In addition EAL pupils from the school have contributed to a self help guide for EAL pupils. Each head of department has a copy of this booklet.

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed in March 2012 by G McGuinness