EAL Policy

1. Policy Statement

Amity International School promotes a diverse and culturally rich learning environment, welcoming pupils from all nationalities. Amity respects and values each individual's cultural, linguistic and educational background and we encourage all of our children to aim for the highest possible standards.

The vast majority of our school population are learning English as an additional language, and this requires considerable attention as we prepare to engage them in appropriate and meaningful learning experiences. Amity recognises the critical role of a pupil's first language in the acquisition of additional languages, in allowing children to demonstrate their existing knowledge and in preserving the identities of our pupils. Therefore, we embrace the use of the home language (when possible) as a means of moving learning through the language barrier and encourage partnership with parents.

The term EAL (English as an additional language) is used when referring to pupils whose primary home language is a language other than English. The policy sets out the school's aims and procedures relating to the needs of EAL pupils.

2. Aims

The aim and purpose of this policy is to ensure that all pupils learning English as an additional language are given the opportunity to overcome any barriers to learning, ensuring that their full range of needs are met.

Underpinning the National Curriculum is the entitlement of all children to have access to education, and thereby to acquire the knowledge, understanding, skills and attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible global citizens.

We aim to achieve this through:

- providing a safe, welcoming and stimulating environment
- delivering a broad, balanced curriculum which reflects the needs of children for whom English is an additional language
- developing both their social and cognitive language skills, reading and writing in English in order to fulfil their academic potential
- providing them with support and strategies to help them reach year group expectations
- encouraging and establishing parental support in improving children's proficiency in English

3. Practice and Procedure

3.1 Teaching and Learning

It is the responsibility of all our teaching staff to have a secure understanding of the needs of our EAL pupils to support their integration into a native English speaking setting. The EAL department undertake the responsibility to manage and regularly update the EAL register and share this with class teachers. In most cases, the needs of an EAL pupil displaying basic interpersonal social skills are met within the classroom by the class/subject teacher. Pupils identified as being new to English (NTE) will receive additional support from a specialist EAL teacher.

Where a pupil is placed on the EAL register to receive support from a member of the EAL department, parents are informed of any extra language provision which involves withdrawal from a lesson. Parents will then be invited to meet with members of the EAL department to discuss language provision for their children.

The EAL identification and support process follows this course:

Identification ➡ Assessment ➡ EAL Register ➡ Support ➡ Monitoring

- The Head of EAL in Primary and Secondary identify new starters who are new to English from the Admissions team. EAL teachers then complete a baseline language assessment to measure the level of support required for each pupil identified.
- EAL teachers then proceed to complete an EAL Pupil Profile to determine the pupil's level of English proficiency and assign them to the EAL register accordingly. These profiles are shared with the class and subject teachers, and modified collaboratively if required.
- Support involves either personalised provision in class or withdrawal of 1:1/small groups in the EAL department in the four skill areas: Listening and Understanding, Speaking, Reading and Writing.
- Class teachers are expected to show differentiation on all lesson plans, including specific provisions and resources for pupils with EAL needs.
- EAL teachers work closely with class and subject teachers to ensure their classrooms reflect a culturally inclusive learning environment which recognises an EAL pupils' first language.
- EAL teachers are responsible for updating the register and pupil profiles in order to monitor pupil progress.

3.2 EAL and Inclusion in the mainstream classroom

In our school, we value each child as a unique individual. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school work towards the requirements of the National Curriculum of England within an international setting. Children with English as an additional language typically do not produce separate work, but generally complete tasks that have been modified to make them appropriate to both their cognitive and linguistic abilities. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

3.3 Strategies to support EAL Pupils in the mainstream classroom

The EAL department offer on-going training and support to all staff to help them understand the needs of EAL pupils. Strategies to support and plan inclusive lessons are shared with all teachers to ensure the content and delivery of the lesson is fully accessible to EAL pupils. All teaching staff also have access to resources on the academic shared drive, to effectively facilitate differentiation and scaffolding within the classroom.

Practitioners support EAL pupils more specifically by:

- recognising the integral role of a child's first language and allowing them to use this to increase their self-esteem
- building strong partnerships with parents to gain insight into each pupil's interests, abilities and needs
- assigning a 'buddy' to the new to English pupil, who is approachable and welcoming, (i.e. not necessarily one who can speak the same language)
- providing bilingual translations, dictionaries, access to ICT, audio materials and other learning aids to improve their comprehension of various concepts
- making clear links between words and meaning, making vocabulary explicit across all subjects
- allowing children who are new to English to absorb English by recognising the importance of a 'silent period'
- use paired and collaborative group activities to ensure pupils who have English as an additional language hear good models of English
- providing purposeful activities and opportunities for EAL pupils to increase their listening, understanding and speaking in various contexts
- setting high expectations, ensuring that EAL pupils are not viewed as less able and therefore work is differentiated by language rather than ability
- making a greater use of visuals, actions and gestures when delivering the curriculum and utilising resources such as Widigit Online to create EAL friendly resources

4. Monitoring and Review

This Policy is reviewed annually by the Principal and Head of EAL in Primary and Secondary.

5. Approved by

Principal on behalf of the School: _____

Chairman of Governors: _____

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Adoption of Policy	Principal Amity CEO	Aug 2015
2.0	Revision of policy and transfer to new format	Farzana Bhaiyat – Head of Primary EAL	Feb 2020
3.0			