**Roaches School Networ****k**

**English as an Additional Language Policy (EAL)**

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**Rationale**

The Roaches School Network has not accommodated pupils for whom English is an additional or second language to their own native language, to date.

The Roaches School Network and its staff and wider pupil community value the cultural diversity brought by speakers of other languages. We take steps to ensure that pupils who speak other languages are integrated effectively into the school environment, both academically and pastorally.

EAL pupils are subject to all the normal procedures for learning, teaching and assessment that all pupils are, such as the Progress Grades, subject levels and academic reviews. However, in addition, communication is enhanced between the specialist teachers of English, the SEN department, the English department and subject teachers. In the event The Roaches School Network has a child with EAL it will maintain an EAL register, similar to the SEN register, to ensure that we are tracking and monitoring our meeting of the needs of pupils with EAL.

# Our commitments as a school

* Ensure all teaching staff are informed when a pupil on the EAL register is in one of their classes.
* Recognise the importance of the role of parents and the need to communicate with them about their child’s progress specifically in language learning.
* Provide appropriate cultural resources where possible celebrating language and cultural differences.
* Ensure that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition.
* Differentiate in the planning of lessons
* Make staff aware that although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers.
* Provide additional learning support for EAL outside of normal lesson times where assessment has demonstrated that this is necessary.
* Provide access to statutory assessments making full use of special/access arrangements where appropriate.
* Provide appropriate funding for resources and training of staff
* Attend to the overall welfare and well-being of pupils on the EAL register and liaise with the School’s pastoral staff in the event of concerns arising.

# Principles of effective EAL provision

* 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.
* Simplified language to allow EAL pupils access to the curriculum should not equate to simplified lesson content and tasks should challenge pupils appropriately.
* 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 full curriculum.
* 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.

Policy to be reviewed annually

Policy reviewed September 2023