



LYNDHURST HOUSE SCHOOL

EAL POLICY (Whole School, including EYFS)

ENGLISH AS AN ADDITIONAL LANGUAGE

The term EAL is used when referring to pupils whose main language at home is a language other than English. It is the policy of Lyndhurst House that EAL pupils will have access to the whole school curriculum. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the SENDCO, the Form Teacher and the Headmaster. We are committed to all pupils being fully integrated into the School and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies.

AIMS:

- To assess and monitor the progress of EAL pupils in their acquisition of English language skills across the curriculum
- To ensure that EAL pupils have equal access to the curriculum
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing so that they fulfil their academic potential
- To encourage pupils to practise and extend their use of English by providing opportunities for modelling English
- To encourage parental support in improving the boys' attainment

RESPONSIBILITIES:

- The teacher with responsibility for EAL is the SENDCO, Miss Elizabeth Norman. She is responsible for overseeing arrangements for the implementation and co-ordination of the EAL policy.
- All staff are responsible for supporting EAL students in their learning within the classroom setting.

ASSESSMENT OF AND PROVISION FOR EAL:

- EAL pupils will be referred to the SENDCO for assessment
- EAL pupils will be assessed in comprehension, reading and spelling. Those pupils who are assessed as below average in their literacy skills may be offered additional support, on a short term basis, in the Learning Support Department
- Names of EAL pupils will be recorded on the EAL register, which will be shared confidentially with all staff so that the EAL pupil's need is recognised and addressed appropriately and effectively in class

A GUIDE TO EAL STAGES:

Stage 1 – Beginners

Beginners of English often go through a “silent period”. At this stage, they are not confident and do not produce much English but they are absorbing and learning all the time. This period

can last up to 6 months. They may not be speaking a great deal of English but this does not mean that they do not understand the language being used around them.

Strategies

- Pupils must be included in lessons and activities as much as possible. They must be given the opportunity to be active listeners and to follow examples from peers.
- Write instructions and homework tasks on the IWB as well as giving them verbally.
- Reading and writing tasks must be differentiated to provide opportunities for their understanding to be assessed rather than their level of English

Stage 2

Pupils at this stage are confident speakers of English, although they may make grammatical mistakes. It is possible that they may not know common words outside a school setting. They will have more confidence and ability to participate in class discussions and group work. They will also be able to decode reasonably well and will be beginning to acquire writing skills.

Strategies

- Pupils may need support in order to understand a text fully
- Structured tasks and models must be used to help pupils with writing English. Writing tasks should be differentiated, especially in subjects which use specialised language.

Stage 3

Pupils at this stage will appear to be native English speakers on the surface. They will speak on a par with their monolingual peers and will be confident in their oral communications in most situations. Most basic texts will be understood but they will not be able to scan and skim texts efficiently with ease. There may be a significant difference between a pupil's oral performance in class and their written work. Often, written work will be short, lacking detail and disorganised without the expected range of technical vocabulary or subject specific language features.

Strategies

- Pupils will need support to read for deeper meaning and to understand texts in which grammatical structures are particularly complex.

Stage 4

Pupils at this stage are very confident readers and writers of English and for the most part will no longer require support. They will be independent learners and will usually not experience problems that are any different from their monolingual peers. However, they may sometimes have difficulty with colloquial phrases and sayings, and may not understand some cultural references.

MONITORING AND EVALUATION OF POLICY AND PROVISION

The success of this EAL policy will be judged by:

- the early and accurate identification of boy's learning difficulties and needs

- boys achieving the specific, achievable and appropriate targets set on PLPs
- appropriate progress of boys
- close working links with outside agencies when appropriate
- positive involvement and feedback from boys and parents

This policy will be reviewed annually.

..... Headmaster July 2019
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To be reviewed: July 2020