



At Redmaids' High Junior School we aim to respond to every child's individuality and to recognise the potential of each child. We welcome children whose home language is not English and/or first spoke a language other than English, referred to hereafter by the term EAL. As part of our overall provision for learning support we recognise that these children may need temporary or longer-term help to develop their English language skills. This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010 and the Race Relation Act 1976.

Objectives

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.

Assessment

- All pupils at Redmaids' High Junior School are assessed prior to entry to the school, and at regular intervals thereafter, using a range of standardised assessments administered by class teachers.
- The language skills of pupils with EAL will be additionally assessed by a specialist teacher within their first month in school.
- Throughout the year EAL pupils' acquisition of English language skills across the curriculum will be monitored and assessed by class teachers.
- EAL pupils will be placed on the school's learning support list, according to individual need. If the pupil isn't working at their age-related expectation and/or fulfilling their academic

potential, an Individual Education Plan will be drawn up and reviewed twice-yearly in consultation with the pupil, class teachers and parents.

Strategies and support

- All pupils will follow the full school curriculum and be involved in all lessons and activities, where possible. The school will provide or modify texts and resources that suit the pupils' ages and levels of learning.
- In-class support may be available via the teaching assistant or other members of staff, for example to provide opportunities for the pupil to read regularly with an adult.
- Teachers will ensure they use a variety of learning styles in particular visual aids (pictures/videos, objects, diagrams)
- Where necessary, withdrawal support with specialist teachers will take place for a set period of time to address specific language skills and pre-teaching of subject-specific vocabulary.
- The pupil's mother tongue will be recognised and valued. Pupils will be encouraged to transfer their knowledge, skills and understanding from one language to another.
- Staff will recognise that pupils with EAL will need more time to process and answer, both orally and in written format.
- Strategies to support EAL learners will be shared with all staff by the SENCO.
- Extra time and support in exams and tests will be awarded if appropriate.
- Collaborative learning techniques will be encouraged, and children grouped so that EAL pupils hear good models of English and get the opportunity to be active listeners and follow examples of their peers.
- Pupils will be paired with an older pupil according to the Big Girl/Little Girl buddy system, to encourage oral language and social integration.
- Teachers will recognise that EAL pupils may also be more able, gifted or talented, and will provide appropriate stretch and challenge activities accordingly.
- In some cases, EAL pupils may also have a specific learning difficulty, such as dyslexia, that may be masked initially by EAL. Where this is suspected, the specialist teacher will carry out further assessments, and staff will follow the school's graduated response to special needs.

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Lauren Bury