



Trevisker
Primary School



English as an Additional Language Policy

Version Number	Version 1
Date Adopted by Governors	October 2023
Scheduled Review Date	October 2025
Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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English as an additional language policy

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Introduction

This policy is concerned with bilingual learners who have a home language other than English and who are in the process of learning the use of English as an additional language for educational purposes.

Underlying Principles:

- All EAL learners are entitled to the full range of statutory educational services.
- All EAL learners are entitled to equal opportunities of educational success.
- Bilingualism / multilingualism is an achievement which is educationally enriching.
- Having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of bilingual EAL learners are not identical neither are they mutually exclusive.

Objectives:

- To ensure that all bilingual EAL learners participate in and gain access to National Curriculum provision.
- To support bilingual EAL learners in their acquisition of English skills across the curriculum.
- To ensure that bilingual EAL learners attain National Curriculum levels appropriate to their intellectual ability.
- To assess and monitor progress in the acquisition of English as an additional language for all bilingual learners.
- To promote appropriate methods of supporting bilingual EAL learners.
- To support teachers in their learning of strategies that will address the need of bilingual EAL learners.
- To develop resources that will enhance the linguistic skills and conceptual understanding of bilingual EAL learners.

Governor's Responsibilities

Governors have an obligation to take positive action to 'provide persons of a particular ethnic group with special access to facilities or services to meet the particular needs of that group'. (1976 Race Relations Act). Governors have responsibility to meet the requirements of the 1944, 1981 and 1988 Education Acts.



Headteacher's Responsibilities

- The headteacher should ensure that the needs of bilingual EAL learners are identified and provided for.
- The headteacher should refer pupils deemed to be in need of support to the EAL Service.
- The headteacher should ensure that bilingual EAL learners are integrated into mainstream education.

Assessment

EAL learners can make rapid progress in acquiring English, but it should be recognised that to be fully competent in the use of academic language for learning can take time. The level of competency (especially of literacy) in the home language directly effects the time taken to acquire English as a second language.

- Careful assessment should be undertaken to ensure that the learning needs are being met.
- Assessment is carried out as defined by the EAL service.
- Other assessment should comply with school procedures.
- Assessment should not be culturally biased.

Curriculum Planning

- EAL learners have language learning in addition to curriculum learning needs.
- Language is best learned in a meaningful context.
- EAL learners should be encouraged to use their home language through the curriculum.
- The richness of linguistic diversity should be celebrated through the curriculum.
- Knowledge and understanding of other cultures can be enhanced for indigenous pupils by drawing on the experiences of EAL learners and integrating it into the curriculum.

At Trevisker we appreciate the need to be aware of, and consider, issues concerning disability, race and faith, sex/gender, sexual orientation, age, income, and geographical factors as well as harassment and discrimination and how they may affect the curriculum and school ethos. This is linked with our equality policies which are reviewed regularly.

Conclusions

The best progress in language is made when class teachers/ support staff and parents work closely together with the pupils.

The progress of EAL learners is significantly influenced by school and community ethos and by teacher attitude and expectation. It is therefore important that schools value and celebrate cultural and linguistic diversity.



