



## Walhampton EAL POLICY

Drafted by: EAL Head of Department    Approved by: Education Cttee  
Approval date: Jan 2016    Next review date: May 2016  
ISI Policy Nos.: A2

### 1. Statement of Intent

The school is committed to providing a quality learning environment for all children. We recognise that speaking and listening in English is integral to learning. There is a collective responsibility held by all staff and governors to identify and remove any language barriers to enable children to access the curriculum during their stay.

### 2. Context of School

EAL children will generally board at the school during term time. House parents who are in locus parentis are sensitive to the different social and cultural backgrounds of the children. They have a duty to integrate the children into the British culture and boarding life while retaining their own social and cultural values.

### 3. Aims

- a. **Equality:** To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- b. **Diversity:** To meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum and other educational and social activities and the achievement of their educational potential
- c. **Belonging and Cohesion:** To provide our EAL pupils with a safe welcoming and nurturing environment where they are accepted, valued and encouraged to participate
- d. **Roles & Responsibilities:** Mrs Victoria Duckett is the Head of Department responsible for coordinating, monitoring and maintaining an overview of the teaching and learning of English as an Additional Language. With her colleague, Mrs Lesley Ann Pidsley, she also liaises with the boarding staff and subject teachers to ensure the students benefit from their stay and make the most of the opportunities offered to them.

- e. If required the school will seek to find, where possible, an appropriate adult able to speak in the child's mother tongue who can be available for support.
- f. Mr N.R. Chippington is the governor with responsibility for EAL.

#### **4. Teaching and Learning**

- a. For the first two weeks of school pupils are monitored by staff and given support as necessary to enable them to settle. After two weeks of a settling in period an assessment of ability in English will take place in the EAL department. A teaching programme will be devised for each individual at the appropriate level. Every child has an individual timetable distributed to form teachers and/or tutors.
- b. Where possible, and if appropriate, children may be taught in twos or threes to benefit from group interactive learning. Where this is not possible because a child is at a different level, or when parents require more intensive teaching, a child may have individual lessons.
- c. Wherever possible pupils are withdrawn from curriculum English lessons and lessons not being followed by that child (e.g. French and Latin).
- d. Where the pupil is at Beginner level it may be suitable to initially withdraw the child from those lessons which the child cannot access, such as English and Science.
- e. The format of lessons is a sequential, cumulative and multi-sensory method of teaching based on skills in reading, writing, listening and speaking. The standards used are those of the Common European Framework and correspond to the National Qualification Framework.
- f. The basic aims of the EAL teaching support the school policy to help the children understand and express themselves both socially and academically and to understand English customs and integrate into both boarding and academic life.
- g. EAL in the Early Years is implemented within the classroom/curriculum. Strategies are discussed with all adults involved and a variety of resources used:
  - Maketon
  - Visual Timetable
  - Use of gesture and expression
  - Peer support.
- h. EAL/LSU: The school recognises that most EAL pupils needing additional support do not have special needs. However, should LSU needs be identified during assessment EAL pupils will have access to LSU provision. Classroom strategies will be recommended to subject staff who will identify speaking and listening objectives. It is recommended that EAL children should be paired with English children in the classroom.

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