

English as an Additional Language Policy (EAL)

At the Lyceum, we take our responsibilities for safeguarding children and promoting their health seriously.

We believe that all pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At the Lyceum, we strongly believe that bilingualism is a strength and that our EAL pupils make a valuable contribution to our school. Language is central to our identity and therefore the home languages of pupils and staff are recognised and valued. Pupils are encouraged to maintain and develop their home language and use it in the school wherever possible. The language demands of individual children will be recognised and included in our planning. We believe that teachers and support staff play a crucial role in modelling language and that this will support all our pupils not just those with EAL. We make a clear distinction between EAL children and those with special needs.

This policy aims to raise awareness of our obligations and to support the planning, organisation teaching and assessment procedures and the use of resources and strategies to meet the needs of these pupils who have English as an additional language and so to raise their achievement.

Pupils with EAL are identified by the class-teacher so that they can be supported in the following ways in their classroom:

- Scaffold the EAL learner's response
- Help the child to extend their responses
- Express the same idea in different ways
- Support what is said by intonation, facial expression and gesture
- Give very clear contexts and instructions
- Support the child to share any prior knowledge of the subject
- Make connections with the familiar
- Give time to process and mentally rehearse
- Provide visual props such as pictures and photographs
- Structure listening into manageable chunks
- Make eye contact with the speaker

In addition, EAL children should read aloud as much as possible.

Provisions for these children's needs will appear as differentiation and support in their class-teacher's planning.

The progress of these children will be monitored and discussed by the class-teacher and SENCO as part of our termly review meetings. Ongoing discussions relating to planning and any additional support or resources needed are ongoing throughout the year.

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