



English as an Additional Language Policy

Policy Owner:	Director of Studies
Formally Endorsed By:	Principal/SLT
Endorsement Date:	January 2025
Next Review Date:	January 2026

Statement of Aims

Michael Hall is committed to ensuring that all our learners including EAL learners, feel safe and know that they are valued.

This school is committed to making appropriate provision of teaching and resources for pupils from Kindergarten to Class 12 for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English-speaking children.
- The bi/multilingualism of our children and staff enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and included in planning.
- Teachers play a crucial role in modelling curriculum language.
- Although many children acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Roles and Responsibilities

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development. All teachers are responsible for supporting the learning of EAL pupils within the classroom using the key principles and strategies listed below.

Teaching and Learning

- Include all EAL/bilingual children fully in lessons
- Set high expectations for pupil participation and achievement
- Offer pupils full access to the curriculum
- Assess pupils in line with year group expectations
- Provide opportunities for peer support
- Check for pupils' understanding – ask questions
- Provide opportunities for previews of difficult or complex texts.
- Use consistent language when giving pupils instructions
- Accept non-verbal "I don't understand" responses from pupils
- Encourage the use of home language to support and enhance understanding in English.

- Provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture and visual timetables.
- Provide additional verbal support e.g. repetition, modelling, peer support.
- Provide enhanced opportunities for speaking and listening, including both process and presentational talk, sustained shared thinking (EY/KG) and make use of drama techniques and role play.

Special Educational Needs and More Able, Gifted and Talented Pupils

- Michael Hall makes sure that any EAL pupils who do have identified SEN needs have equal access to SEN provision.

Resources

The school has a variety of resources to support language development. These are available for all teachers, Kindergarten practitioners and teaching assistants to access to support individual or groups of children learning English within the class. These will be reviewed and updated by the Head of Inclusion annually:

- Bilingual books, bilingual dictionaries,
- Assessment materials use images and texts which are appropriate for all pupils
- Vocabulary and language development games

Parents/Carers and the Wider Community

- Assessment and support of new arrival pupils and their families is welcoming
- Where possible we take account of parents/carers' linguistic, cultural and religious backgrounds when developing home-school links
- Our Pastoral Team make sure that make sure that parents/carers and the wider community feel welcomed in school