

BRIGHTON STEINER SCHOOL

CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

The term EAL is used when referring to pupils whose main language at home is a language other than English.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Aims

- To welcome and value the cultural, linguistic and educational experiences that EAL pupils bring to the school
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL students to become confident and fluent in English in order to be able to fulfil their academic, physical and social potential, as would be appropriate for their age.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically, and use the data in decisions about classroom management and lesson planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own language

Strategies

Classroom ethos

- Recognise the young person's mother tongue. They have the potential to become a bi-lingual adult
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering individual identities
- Identify the pupil's strengths
- Acknowledge the length of time that it takes to become fluent in an additional language, and to be able to develop a good enough command of the language to be able to demonstrate the individual's full potential, both academically and socially

Teaching and Learning

- Assess the pupil's competence in English as soon as possible after admission
- Show differentiated work for EAL pupils in lesson planning
- Hold high expectations; expect and encourage pupils to contribute in class, and give more than one word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- Recognise that EAL pupils will need more time to complete their work or to give answers in class
- Allow pupils to use their mother tongue to explore concepts
- Particularly with young children, recognise that they need time to absorb English. Recognise that there is a 'silent phase' when children understand more English than they can use
- Group children to ensure that EAL hear good models of English

Responsibilities

Admissions co-ordinator

To obtain, collate and distribute information on prospective or new pupils with EAL. This includes:

- Language(s) spoken at home
- Information from previous school on level of English studied/used
- Details of curriculum at previous school, if was not Steiner Waldorf

College of Teachers

To ensure that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are familiar with the school's policy
- Relevant information on pupils with EAL learners is available to all staff

- Training in planning, teaching and assessing EAL learners is available to all staff
- In the case of specific English language students, to ensure that they receive a sufficient and appropriate recognised EFL course delivered by a teacher qualified in this subject
- The effectiveness of the teaching of pupils with EAL is monitored

SEN Co-ordinator

- Oversee initial assessment of pupils' standard of English
- Give guidance and support in using the assessment to set targets and plan appropriate work (Individual Learning Plan)
- Provide advice to teachers and support staff on classroom strategies
- Monitor standards of teaching and learning
- Liaise as necessary with the Multi-Cultural Service
- Liaise with parents/guardians
- Support the pupils' language development both in Class and by withdrawal (for 1-1 work as appropriate)
- Report to the College of Teachers on the effectiveness of the above and the pupils' progress

Class Teacher/Guardian

- Be knowledgeable about the pupils' abilities and needs in English and other subjects
- Use this knowledge effectively in lesson planning, classroom teaching and pupil grouping
- Welcome the pupil to the group on arrival, and be responsible in ensuring that the new pupil has a 'host' within the class.
- Liaise and communicate with parents and guardians
- Liaise with subject teachers, other class teachers who may have contact with the pupil and the administration team
- Be sensitive to the pupils' possible feelings of isolation and homesickness, and invite and include information and examples from the pupil's home culture
- To be aware of and implement the aims, objectives and strategies from this policy

Subject Teachers

- To communicate and liaise with the Class Teacher and Senco
- To use this knowledge effectively in lesson planning, classroom teaching and pupil grouping
- To be this policy aware of and implement the aims, objectives and strategies from this policy