English as an Additional Language (EAL) – Statement of Intent

Area:	MACKENZIE THORPE CENTRE	north east autism society	
Title:	English as an Additional Language (EAL) – Statement of Intent		
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CONTENTS

Statement of Intent

1. Definition 2
2. Ethos and Principles 2
3. Admissions 2
4. Identification 3
5. Provision 3
6. Parental/Carer Support 3
7. Appendix 1: Teaching Strategies 4

English as an Additional Language (EAL) – Statement of Intent

1. DEFINITION

A learner's first language is not English when the learner:

- Has been brought up using a language other than English during early development, and
- Continues to be exposed to this language in the home or in the community.
- EAL learners are seen to benefit from the ability to live and learn in more than one language.

2. ETHOS AND PRINCIPLES

- We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all learners regardless of ethnic, cultural or linguistic heritage.
- We aim to include all learners and parents/carers in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents/carers.
- We welcome the enrichment that linguistic and cultural diversity brings to our school community.
- Language is central to our identity. Therefore, the home languages of all learners and staff should be recognised and valued.
- EAL learners are entitled to the full school curriculum programmes of learning and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Language acquisition is best promoted through a range of good, inclusive strategies, targeted interventions and differentiation of the usual school curriculum.

3. ADMISSIONS

- Where parents/carers do not speak English, we endeavour to provide oral and written information and help in their first language which will support the admission process and provide key information about our school.
- On admission, the learner will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

4. IDENTIFICATION

- On admission, we work closely with previous schools, professionals and parents to identify the needs of learners.
- We will use our own communication checklist to record their stage of language.
- Progress of EAL learners will be monitored using RARPA, functional skills etc.

5. PROVISION

- Learners with EAL will have full access to the provision regardless of their proficiency in English.
- Work in class will be differentiated for the learners to lessen linguistic difficulties
- Additional support for learners may be given through: first language resources and translation facilities; teaching support on a 1:1 basis; pre-teaching of key concepts and vocabulary; and, where appropriate, assistive technology.

6. PARENTAL/CARER SUPPORT

- We recognise that some parents/carers who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress.
- We endeavour to fully include EAL parents/carers in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

7. APPENDIX 1: TEACHING STRATEGIES

Teachers at Mackenzie Thorpe Centre are expected to support learners with EAL by appropriately using the following strategies:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.