

# English as an Additional Language Policy

Scope:	Whole School
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Author:	Head
Reviewer:	Assistant Head Academic and Digital and SENDCo
Approval body:	Board of Governors

## Linked Documents

Equal Opportunities Policy  
SEND Policy

## Acronyms

- EAL - English as an Additional Language
- SENDCo - Special Educational Needs and Disabilities Co-ordinator

## Availability

This policy is available to parents and prospective parents on the website and a printed copy may be requested from Reception.

## Policy Statement

A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (section 20 (4) Children and Families Act 2014). However, pupils for whom English is an additional language will be offered appropriate support.

EAL students will be assessed upon arrival to establish their standard of English in order to help teachers plan future teaching and learning experiences. The model adopted within school is one of immersion in the English language via the curriculum. Pupils that have newly arrived from foreign countries, and whose first language is not English are encouraged to have additional EAL lessons outside of school hours. Alternatively, these can take place during those subject times (E.g. Modern Foreign Languages) that would place an unreasonable strain on their language facility. Advice can be sought from the School SENDCo about sourcing suitable tuition. The cost for this tuition is to be met by parents.

Teachers will make appropriate adjustments in the volume and complexity of tasks set whilst the pupil's grasp of English is developing. Teachers liaise when required with the external EAL teacher via the SENDCO in order to provide information about progress, required skills and a judgment about the length of time for which additional lessons are required.