



Lynch Hill Enterprise Academy
English as an Additional Language Policy

Academic Year 2016 – 2017

Review date September 2017

Headteacher: Jane Everton

SENDCO: Theresa Richardson

Mission Statement

Lynch Hill Enterprise Academy is committed to being at the cornerstone of new educational reforms and to delivering outstanding provision for young people.

The Academy provides a safe and supportive environment, focused on realising academic potential and developing happy, confident, well-rounded young people who can go on to be successful in higher education, training and the working world.

At Lynch Hill Enterprise Academy our mission is to:

Aspire: To be the best you can be.

Achieve: High achievement is the shared responsibility of all.

Succeed: To aim for success in academic, personal and future work life, and for this aim to be a personal and collective endeavour.

Many of the pupils attending Lynch Hill Enterprise Academy have English as an Additional Language (EAL) and a range of ethnic backgrounds are represented. It is our intention that these differences should be celebrated and any resultant needs addressed. Our SENDCO oversees the provision we offer. We recognise the importance of developing fluency in one's first language and how this forms a firm basis for the development of any further languages. To this end parents will always be encouraged to support and develop fluency in the first language. The School is committed to maintaining the bilingualism of pupils wherever it can.

AIMS

- To welcome and value the cultural, linguistic and educational experiences which pupils with EAL bring to the School.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum so that they will not fail to reach their full potential due to English being their second language.
- To support EAL pupils in becoming confident and fluent in English in order to be able to fulfil their academic potential.
- To monitor pupils' progress systematically and use the data in decisions about classroom management, curriculum planning and provision.
- To maintain pupils' self-esteem and confidence by acknowledging, celebrating and giving status to their skills in their own languages.

Practice

Pupils learning English as an additional language are entitled to a full curriculum. English is best learnt through the curriculum and pupils with EAL should be encouraged to play a full part in class activities from the start. All teachers are responsible for planning strategies to support the language development of pupils with EAL and their access of the curriculum.

On the basis of information gathered, pupils will be grouped and supported appropriately. Support will be provided largely through co-operative teaching between class teachers and Teaching Assistants (TAs), working with small groups which are not exclusively EAL children. This allows children to continue interaction with all peers, developing language both formally and informally, receiving support specific to their individual needs either within, or outside of, the normal classroom situation and when appropriate.

Written work will be preceded by modelling, shared work, scaffolding and oral and mental rehearsal. Visual aids will be used to support the learning of pupils in the early stages of acquiring English. The allocation of resources to support the teaching of EAL will be provided through the EAL budget.

Teaching assistants and the SENDCO regularly consult with class teachers to identify needs and share in the planning process for class, group and/or individual programmes of study as appropriate.

The SENDCO is responsible for maintaining a register of pupils who have English as an Additional Language and the various ethnic groups represented among the pupils.

Strategies for staff working with pupils who have English as an additional language

School/class ethos:

- Recognise the child's mother tongue; boost the child's self-esteem.
- Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths

- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success

Teaching and Learning

Observe the pupil's competence in English.

- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one-word answers.
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that some EAL pupils may need more time to process answers.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this is acknowledged and work is done to ensure that self-confidence is maintained and developed so that children move on to the next stage of language acquisition as quickly as possible.
- Teachers to use visual aids and real objects as far as possible to support understanding.
- Ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.

Parent Partnership

We recognise the paramount importance of, and value the partnership with, parents and carers.

We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- Ensure shared knowledge and support via review meetings and parent evenings.
- Consult with and involve parents at all stages of their child's time on the EAL register;
- Provide and use information techniques that ensure communication is clear and hence effective;
- Enlist the help of parents with home activities designed to reinforce work in school.
- We recognise that difficulties may arise in a minority of cases and respect the right of carers to seek independent advice and support.
- We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion.
- We will monitor the impact of this policy to ensure that no group is adversely affected.