

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)



## North Road Academy, Nursery & Centre for Exceptional Children

Approved By	Naeem Bashir
Last Reviewed Date	March 2022, March 2023, March 2024, March 2025
Next Review Date	September 2026

We have a responsibility to nurture, develop and encourage children's language in the classroom in ways that can be successfully incorporated across the national curriculum.

The curriculum offers an ideal platform for language learning, as it offers the chance to speak and listen, using English with other young people their own age as well as with adults.

### **Terminology**

EFL – English as a foreign language for people coming into Britain for a short time to learn the language.

ESL – English as a second Language, for people who have settled in Britain, but for who English is not their first language.

EAL- For school age young people who have settled in England and are likely to remain in England for the duration of their compulsory education, further/higher education and perhaps employment.

### **Children who need access to EAL**

- May be new to English.
- Be unfamiliar with the Roman alphabet.
- Be able to speak, understand or be literate in more than one other language.
- Have been taught English as a foreign language.

Levels of knowledge, skill and understanding of the English language can vary dramatically between children who need to access EAL

For all children it is important to be able to access the curriculum as soon as affectively possible, in parallel with gaining language skills useful in both social and academic life.

It is important to make a clear distinction between EAL and those with SEN. If a child is learning English as an additional language and is discovered to have SEN, staff need to liaise closely to enable the child to reach their full language potential. In addition to which EAL should not be seen as a barrier to learning for children.

### **How does EAL fit into the overall curriculum?**

North Road Academy is a Muslim Faith School and admits from a range of Muslim backgrounds. The School teaches Arabic and encourages children to follow the teachings from the Quran. As such some children have English as a second or additional language.

The school employs a range of staff who are bilingual or multilingual and these staff support their peers and may act as translators in meetings with parents and/or other professionals.

The success of a child being able to access a full curriculum while learning EAL is dependent on several factors, which need to be considered by the teacher and other staff working with the young person during all stages of planning, they are;

- The child's age
- Previous experience of schooling and curriculum content.
- Knowledge of other languages.
- Levels of literacy in their first or other languages.
- Giving, newly arrived children time to absorb English by allowing them time to build self- confidence and feel secure within their new environment.
- Viewing the cultural differences brought by the child to the class as a positive thing to be nurtured through the teaching process.
- Have high expectations, and expect children to contribute with more than one word answers, and avoid questions which promote yes and no answers.
- Use teaching strategies that do not allow any racist comments or jokes.

**Strategies to develop language potential might include;**

- Using culturally relevant resources and learning materials
- Promoting thinking and talking in first languages to support understanding.
- Analyse the language demands of each lesson content, in order to understand how each lesson can promote language as well as content learning

**Monitoring & Evaluation**

The staff responsible for individuals with EAL will monitor levels of participation, and achievement within their daily participation in the classroom, within specific scheme of work and through the development of social skills and social interaction in different social settings. They will then make informed, appropriate adjustments to ensure each child's individual needs are met. Where appropriate the SENCo and/or outside agencies may also have a role in this process.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as far as it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.