



English as an Additional Language (EAL) Policy

Approved by:	The Board	Date: 18/09/2024
Frequency:	September 2023	
Next review due by:	September 2025	

Aims

Youth works Community College aims to ensure that all EAL pupils are able:

- To use English confidently and competently.
- To use English as a means of learning across the curriculum
- To ensure that EAL pupils are fully included into the life and work of Youth works Community College.
- To ensure that pupils whose first language is not English reach their full potential.

Objectives

- To identify and assess individual pupils' needs as soon as possible.
- To acknowledge the importance of pupils' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parent/carers and pupils are involved in the process.
- To promote a whole school responsibility towards EAL pupils.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
- To make appropriate use of external agencies.

Management and Administration

Whole School Approach

- English as an alternative language is addressed across the school.
- Students with little English will receive intensive tuition before they are included in the Mainstream Curriculum within the school
- All pupils with EAL are included in mainstream classes as quickly as possible.
- In-class support where possible
- Pupils are encouraged to sit an external examination in their first language to build their confidence to achieve.

Documentation

All documentation and records are maintained by the Deputy Head and are confidential to the parent/carers and to those members of staff associated with the child concerned.

Partnership with Parent/carers

We aim to work closely with parent/carers of EAL pupils and ensure that they are encouraged to become involved in school activities.

Parent/carers will be informed of their child's progress regularly and will be invited into school to discuss any concerns.

Procedure

Information will be gathered about:

- The pupil's linguistic background and competence in other languages.
- The pupil's previous educational and schooling activities and where appropriate the family's biographical background.
- The pupil's level of English using the EAL scales

Strategies to ensure access to the Curriculum

- Referral to external agencies, if necessary.
- Initial direct teaching to aid acquisition of English.
- Use of bi-lingual resources, eg, dictionaries, on-line support, Key Word lists.
- Collaborative group work and peer support.
- Enhanced opportunities for speaking and listening.
- In-class support
- Additional visual support, eg, posters, non-verbal clues.
- Regular feedback from staff.
- Access for teaching staff to ICT support materials.

Monitoring

Pupil's acquisition of English to be monitored using EAL scales.

Pupil's attainment in curriculum areas to be monitored using:

- Termly PIPs (Pupil Individual Progress Sheets).
- Discussion with staff.
- School Report.

Resources

A range of resources would be sourced to support a pupil's linguistic development. These might include games, differentiated work sheets, keyword lists, bi-lingual dictionaries and computer software.