



Ghyll Royd School and Pre-School  
A foundation for life

# English as an Additional Language

Policy Leader: Mrs Helen Hudson

Special Educational Needs Co-ordinator

Policy review completed by the Headteacher on

Spring 2018

Name of Headteacher

David Martin

Date to be reviewed

Spring 2020



Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment.

The aim of this policy is to help ensure we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

### **Teaching and learning style**

Teachers take action to raise the attainment of pupils with EAL by:

- Giving pupils access to the curriculum as quickly as possible.
- Providing pupils opportunities to carry out activities alongside good models of English and extend their knowledge and use of English.
- Providing additional in-class and withdrawal support to pupils according to their individual needs.
- Developing an understanding of and valuing pupils' home languages.
- Using visual and auditory resources.
- Assessing pupils with EAL to establish their needs and progress.

### **Special Educational Needs**

- Identification and assessment.
- Parents are asked to inform school of any language needs their child may have on entry to school.
- In addition to this, the Special Educational Needs Co-ordinator, liaising with colleagues and working alongside pupils, should be able to identify and assess pupils' language acquisition and attainment within the National Curriculum.

The Special Educational Needs Co-ordinator will:

- Maximise opportunities for in-service training.
- Allocate classroom support in areas of the school where the pupils' needs are greatest.
- Keep abreast of educational guidance on EAL issues.
- Co-ordinate the monitoring and reporting on all EAL pupil's language and academic progress.
- Maintain a register of EAL children to ensure needs are met.
- Hold regular meetings with the Headteacher.

## **Home-school links**

Strategies are in place to:

- Welcome parents into school and pre-school.
- Communicate with and involve parents in their children's learning.
- Promote a multi-cultural understanding in school and pre-school.

The school and pre-school are aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

## **Effective EAL support**

We will endeavour to:

- Aim for high standards of EAL teaching and curriculum content for EAL pupils.
- Provide good leadership and management of EAL.
- Sufficiently challenge and support pupils with EAL so they can reach their potential.
- Ensure that support takes account of pupils at the early stage of language learning.
- Ensure that support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills.
- Offer a curriculum that is relevant and sensitive.
- Involve the SMT in the monitoring, deployment and quality of provision for the support of minority ethnic pupils.
- Create good links with the parents.