



Orbis
education & care

EAL (English as Another Language) Policy

Updated: January 2023

Version - 1

This document relates to Article 28 (***Every Child has the Right to an Education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people.



Subject: EAL (English as Another Language) Policy

1. Introduction

At Orbis education and care and Priority Childcare, we celebrate the cultural and linguistic diversity of all pupils. The achievements, attitudes and wellbeing of all our children are of paramount importance. We encourage all our children to achieve the highest possible standards. We do this through taking account of every child's life experience and needs whilst recognizing the positive advantages of bilingualism.

The MDT works with all stakeholders to meet the needs of EAL (English as an additional language) pupils within the school and home, and to ensure that bilingual learners are challenged to reach their full potential.

2. Aims and Objectives

In order for bilingual pupils to reach their full potential, we aim to: -

- Ensure the wellbeing of all pupils.
- Identify language and educational needs.
- Ensure that all pupils have access to the full curriculum.
- Allow pupils to build on the knowledge of other languages and cultures.
- Help pupils transfer the knowledge, skills and understanding of one language to another.

This will be achieved through: -

- Providing a welcoming environment
- Careful differentiation, planning and structuring of activities (e.g., use of bilingual resources)
- Providing meaningful experiences
- Observation, monitoring and regular assessment of progress. (Using assessments in another language where possible and appropriate)
- Providing specific support for groups and individuals when necessary.

3. Curriculum Access

All children in school follow individualized learning pathways which meet curriculum requirements set out in the ISS (Independent school standards). Activities are planned and differentiated to ensure that children with English as an additional language make good progress. Pupils who are new to English are taught key vocabulary and sentence structures through class teaching and SLT interventions.

The speech and language therapist works in partnership with the class teacher, ensuring that all pupils are able to access the curriculum effectively.

Key Principles for Additional Language Acquisition Key principles for effective English language acquisition:

- Language develops best when pupils are taught within the classroom in purposeful contexts across the curriculum via the use of scaffolding strategies.
- The best progress in language learning is made when class teachers, clinical staff and teaching assistants work closely together in co-operation with pupils and their parents.

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- Developing oral language is central to all curriculum work.
- The language demands of learning tasks need to be identified and planned for.
- We understand that learning an additional language is a long-term process. While social fluency may be acquired within 2 years, it may take EAL pupils from 5-7 years to gain the level of academic language needed to participate fully in the curriculum, in-line with English first language speakers. The complex needs of pupils at Orbis Education and care and Priority Childcare make this even more complicated.
- Teachers have a crucial role in modelling uses of language.
- The progress of EAL pupils is influenced by the attitudes and expectations of staff. It is therefore important that the school values and celebrates cultural and linguistic diversity.

4. Teaching and Learning Strategies

Teachers employ many strategies that are effective in promoting English acquisition in addition to developing skills and knowledge of the curriculum. Teachers help pupils to learn English by providing:

- Planned, effective speaking activities throughout the school and which support writing.
- Vocabulary work, which covers technical as well as everyday meanings.
- Encouragement to transfer pupils' knowledge, skills and understanding of one language to another.
- Scaffolding for language and learning e.g., talking frames, writing frames
- Strong English language peer models of speaking, reading and writing.
- Additional verbal support e.g., repetition, alternative phrasing.
- Additional visual support e.g., posters, objects, non-verbal clues, pictures, photographs, demonstration, use of gestures.
- Bilingual resources e.g., dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Opportunities to focus on cultural knowledge explicit or implicit within the curriculum.
- Supporting pupils to structure sentence patterns which are necessary for effective participation.
- Accessible texts and materials matched to the child's linguistic, reading and writing levels.

5. Effective EAL Provision

This will be evidenced by:

- Good leadership and management of EAL provision.
- The SLT is fully involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils.
- High standards of teaching for EAL pupils
- Teachers regularly observe, assess and record information about pupils' developing use of language.
- Teachers record progress.
- Teachers carry out termly reviews and set targets.

6. Parents/Carers and the Wider Community

Orbis always take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links. We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters. We aim to work closely with members of the wider community to support our EAL pupils and for parents to feel

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- Providing a welcoming admissions and induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communication.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with the wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Helping parents understand how they can support their children at home.
- Providing key documents in a variety of formats and languages

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Signature: P. Ringer (Director of Education)

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