The Ridgeway School and Sixth Form College

Inspiring Learners for their future

English as an Additional Language (EAL)

UPDATED JANUARY 2017

Consultation History

Governors/staff/parents/students	Date
Executive (Leadership Group)	Autumn 2016
Teaching and Non-Teaching Staff	
Teaching & Learning Committee	January 2017
Full Governing Body	February 2017
Next Review of Policy	Autumn 2019

Introduction

The term EAL is used when referring to students where their primary language at home is not English. This policy sets out the school's aims, objectives and strategies for meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible standards.

Rationale

The Ridgeway School and Sixth Form College believes that all students should have the opportunity to acquire a fluent and flexible use of the English language. Students who are learning to use English as an additional language will be provided with the appropriate teaching and learning materials to aid and support their learning outcomes. This will enable them to achieve while at The Ridgeway School and Sixth Form College and during subsequent studies.

Aims
The aims of this policy are:

- To ensure that we meet the full range of needs of students who are learning English as an additional language, including fully meeting the requirements of the Race Relations Act 1976.
- To welcome and integrate into the school both socially and academically all new EAL students from overseas, and value the cultural, linguistic and educational experiences that they bring to the school.
- To carefully assess the skills and needs of EAL students and provide appropriately for them throughout their time at the school.
- To enable EAL students to become confident and fluent in speaking and listening, reading and writing in English to help them fulfil their academic potential.
- To support EAL students in establishing positive relationships with both peers and adults.
- To involve and enlist parental support in improving their child/children's attainment.
- To monitor students' progress systematically and use the data in order to make clear decisions about classroom management and curriculum planning.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Roles and responsibilities

Senior Leadership Team:
- To lead and give a high profile to EAL.
- To ensure that parents and staff are aware of the school's EAL policy
- To provide relevant information to staff on EAL students.

Literacy Coordinator:
- To liaise with the EAL coordinator to certify that EAL provision is appropriate and encompassing.
- To ensure the correct monitoring and development of the EAL Policy.

EAL Coordinator:
- To oversee the initial assessments of students' standard of English as necessary and coordinate interventions as required.
- To liaise with staff as required, and where necessary provide training for staff in planning, teaching, and assessing the progress of EAL students.

EAL Specialist:
- To assess each EAL student's skill levels in English (in terms of reading, writing, speaking and listening) and discuss the results with the EAL and Literacy coordinators for evaluation and the organisation of any necessary EAL support.
- To give guidance and support to staff to set targets for students and plan appropriate work.
- To provide an Individual Education Plan (IEP) if required.
- To identify any learning difficulties that may be masked by English not being the student's first language, and liaise with SENCO as appropriate.
- To monitor progress of all EAL students.

Class/subject teacher:
- To report to the Literacy Coordinator on the effectiveness of the above and the progress of students
- To be knowledgeable about EAL students' abilities and needs in English and other subjects and use this knowledge effectively in curriculum planning, classroom teaching, use of resources, differentiation and student grouping.
- To liaise with the EAL coordinator as necessary.