



## English as an Additional Language

The Race Relations (Amendment) Act 2000 requires all schools that have pupils with English as an additional language to have clear procedures for the provision for such pupils at their various stages of development.

The school aims to meet the following key principles:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning.

The school aims for EAL pupils to be able to:

- use English confidently and competently;
- use English as means of learning across the curriculum;
- make use of their knowledge of other languages, where appropriate.

Emanuel School draws from a wide range of pupils from various cultural and linguistic backgrounds. However, the admissions criteria require a good command of English in the written examinations and at interview. For this reason the school does not provide specific EAL (English as an Additional Language) support at school but does monitor the situation (via the learning support department) and, if the school has concerns, will contact the parents and advise them on suitable strategies as well as give practical guidelines to classroom teachers on strategies to support certain EAL pupils with specific difficulties.

EAL pupils are encouraged, where appropriate, to draw on their cultural heritage and background, as well as their language in the classroom, to enhance their own learning experience and that of the pupils around them. The dual language status is often a strength which both teachers and pupils at the school can recognise and celebrate.

### ***Special educational needs***

Provision for EAL pupils falls within the remit of the SENCo.

The school clearly distinguishes between EAL and Special Educational Needs/LDD and recognises that most EAL pupils needing additional support do not have SEN/LDD needs. However, should SEN/LDD needs be identified, EAL pupils will have equal access to the appropriate provision from the learning support department. Similarly, the school recognises that there may be EAL pupils who are gifted and talented even though they may not be fluent in English.

### ***Measures to identify pupils with EAL needs***

In order to help meet the aims of the school for its EAL pupils, the head of learning support conducts a full audit of languages spoken by Emanuel pupils in years 6 to 11 and creates a list of dual language status in the home. Emanuel pupils come from a cultural and language rich environment and the current audit has over 100 pupils with dual or triple language status. Currently, the single biggest group is French/English with 23 pupils at Emanuel across the year groups. Other significant sized dual language groups include German/English, Italian/ English and Russian/English.



In order to ascertain which of these pupils might have issues around English as an additional language, the audit framework prompts pupils to consider a range of linguistic problems that they might be experiencing with their work. This information is triangulated by the head of learning support, who also asks English teachers to look at their class lists and highlight any dual language pupils who they feel might have oral or written difficulties with lessons. The final list of EAL pupils is created using these two methods of evaluation and feedback. Emanuel EAL pupils would normally be on stage 4 of the Hester scale to measure EAL. They are pupils who 'demonstrate (near) native fluency for their age and will continue to improve but who still have small underlying problems with both oral and written register'.

All teaching staff are regularly informed of the students on this list and are given simple support strategies which will assist these students to become more proficient in their lessons.

The handful of bi-lingual pupils identified as having more pronounced EAL issues will have a follow up one to one intervention from a specialist assessor who has an established relationship with the school. The EAL specialist spends several lessons with each pupil, looking at their writing as well as exploring their ability to understand English idiomatic language. The specialist teacher writes a full report on each pupil, which details their linguistic strengths and weaknesses in English and offers a practical action plan for subject teachers to support their EAL needs more effectively. The parents of pupils with more pronounced problems will be advised to draw on external one to one tutoring to help them improve their skills further.

#### ***Related documents***

- Admissions Policy
- Curriculum Policy
- E-safety Policy
- Learning Support and Special Educational Needs Policy
- Medical and First Aid Policy
- Mental Health and Wellbeing Policy
- Provision for Able, Gifted and Talented Pupils