



## **Bolton Islamic Girls School**

### **English as an Additional language (EAL) Policy**

**Approved by:** Dr Zakia Maqbool

**Date:** July 2024

**Next review due by:** July 2026

## **Introduction**

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.

EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL students.

## **Aims**

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.
- To implement strategies throughout the curriculum to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.
- To support learners to use English confidently and competently.

## **Objectives**

- To identify and assess individual pupils' needs as soon as possible.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

## **Management and Administration**

### ***Whole School Approach***

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue.
- Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.

- The language development of all students is the responsibility of all teachers and Learning Support staff.
- There will be liaison between Faculties and the Learning Support teacher to discuss language development within the structure of the lesson.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and student grouping.
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

### ***Documentation***

- All documentation and records maintained by the SENDCo 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 the pupil's school activities
- Parents/carers will be invited into school to discuss their child's progress regularly and we encourage parents to inform us if they want to discuss any concerns.

### **Procedure**

Information will be gathered about the pupil's;

- Linguistic background and competence in other languages.
- Previous educational and schooling activities and where appropriate the family's biographical background.
- The pupil's level of English using Accelerated Reader and or the EAL scales.

### **Strategies to ensure access to the curriculum**

- Referral to external agencies, if necessary.
- Initial direct teaching to acquisition of English.
- Use of bi-lingual resources for example; dictionaries, on-line support, key word lists.
- Include differentiated work for EAL students in Curriculum plans and resources used in lessons.
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context.
- Have high expectations, expect students to participate in all classroom activities/tasks.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks

- Recognise that EAL students need more time to process answers and to complete extended work
- Allow students to use their mother tongue to explore concepts when appropriate
- Give newly arrived students time to absorb English bearing in mind that there is a “silent period” when those new to the language understand more English than they use
- Collaborative group work for speaking and listening so that EAL students hear good models of English.
- Teachers access use of collaborative learning techniques shared on-line by all teachers.
- Provide regular feedback to learners

### **Monitoring, Evaluation and Review**

- Pupil’s acquisition of English to be assessed and reviewed termly
- Pupil’s attainment in curriculum areas to be monitored using;
  - Termly Individual Education Plans
  - Termly updates from subject staff
  - Termly School Report

### **Resources**

- A range of resources are used to support a pupil’s linguistic development. These include one to one support from trained professionals, games, differentiated work sheets, keyword lists, bi-lingual dictionaries and access to computers or online platforms.