



Ysgol Uwchradd
PRESTATYN
High School

English as an Additional Language (EAL) Policy

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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY
FOR PRESTATYN HIGH SCHOOL

1. Introduction

No child should be expected to cast off the language and culture of the home as he crosses the school threshold, nor to live and act as though school and home represent two totally separate and different cultures which have to be kept firmly apart. The curriculum should reflect many elements of that part of his life, which a child lives outside school.

Bullock Report (1975)

- 1.1 In Prestatyn High School the teaching, learning, achievements, attitudes and well being of all our pupils are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.
- 1.2 In our school, we recognise that minority ethnic pupils will fully access school life whilst retaining their own culture.
- 1.3 The school supports the entitlement of pupils learning EAL both to learn and achieve in English and Welsh and to maintain and develop their first language.
- 1.4 Pupils who are learning English as an additional language have skills and knowledge about language similar to monolingual pupils. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

2. Aims and Objectives

- 2.1 The National Curriculum is an entitlement curriculum for all pupils. We promote the principles of fairness and justice for all through the education that we provide.
- 2.2 The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an additional language.

3. Curriculum Access

- 3.1 In school, there is a member of staff whose area of responsibility is the induction and monitoring of minority ethnic pupils. This staff member, the SENCO, liaises with the EAL service. Prestatyn High School's EAL link is Katharine Roberts.
- 3.2 All pupils in our school follow the requirements of the Secondary curriculum. Children learning English as an additional language do not produce separate work.

- 3.3 Pupils requiring English language support will be fully integrated into the mainstream classroom with opportunities for individual or small group language support.
- 3.4 Katharine Roberts extracts some EAL pupils on a one to one basis and also provides in class support for some EAL pupils. Mainstream teachers/ heads of departments work collaboratively with EAL teachers to develop strategies to access pupils learning EAL into the curriculum.

4. Assessment

- 4.1 On entry to the school minority ethnic pupils are referred to the EAL service for an assessment. For children requiring English language support, appropriate provision will be implemented.
- 4.2 Continuous assessment of progress will be in line with whole school assessment policies, record keeping and monitoring of achievement.
- 4.3 Progress in English language competence will be informed by the Welsh Government's (WG) language stages (A-E).
- 4.4 If necessary and where appropriate, the statutory assessment arrangements of the National Curriculum enable the school to make special arrangements for pupils who are learning English as an additional language.
- 4.4 In our school, pupils learning EAL will not be placed on the register of Special Educational Needs simply because of a lack of fluency in English. This will only happen if a child has an identified learning difficulty.

5. Teaching and Learning Style

- 5.1 In our school, teachers are informed about and recognise the value of each child's language and culture.
- 5.2 Teachers incorporate strategies for pupils who are learning English as an additional language by:
 - Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
 - Explaining how speaking and writing in English are structured for different purposes across the range of curriculum subjects.
 - Providing a range of reading materials that highlights the different ways in which English is used.

- Ensuring that there are effective opportunities for talking and that talk is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Building on pupils' experiences of language at home and in the wider community, so that developing uses of English and other languages support one another.
- Using accessible texts and materials suitable for the pupils' age and level of learning.
- Providing support through ICT, video or audio materials and dictionaries.
- Providing translators, readers and amanuenses where available.
- Using the child's first language where appropriate.

6. Transitional Arrangements

- The EAL service has links with feeder primary schools. Good communication ensures that transition for pupils is as smooth as possible.