



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

English as an Additional Language Policy

Approved by TCES Operational Board on behalf

Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, September 2024

This policy applies to all The Complete Education Solution
(TCES) schools and services

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1. Statement of Aims

TCES is committed to making appropriate provision for teaching and resources for pupils for whom English is an additional language and for raising the achievement of ethnic minority pupils who are at risk of underachieving. The school will recognise individual pupils' needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils can:

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

2. Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the learning and teaching of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- All pupils have an entitlement to the TCES Five Part Curriculum.
- A distinction is made between EAL and Special Educational Need and Disability.
- Language is central to our identity; teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from a well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

3. Learning and Teaching

- Classroom activities are carefully structured and focused to take account of the range of purposes and audiences.
- Classroom activities have clear language development and learning objectives and appropriate support and resources employed to ensure that pupils can participate in lessons. Grouping and setting arrangements are made to ensure that EAL learners have access to strong English language peer models.
- Where possible and appropriate the school provides opportunities for EAL pupils to take a GCSE examination in the home/first language. Where pupils

would benefit from tuition to achieve this, the school will seek to make links with other local secondary schools and/or community/supplementary schools from this provision.

- Interventions will be provided for those pupils who are significantly behind their peer group in language and literacy instead of taking up a second additional language.

4. Identification

- Information is gathered about pupils' linguistic background and previous educational and schooling experience.
- EAL pupils are identified through the information provided on entry by parents and local authorities. Pupils are also identified by feedback from teaching staff and details are recorded.
- Pupils identified as having English as an Additional Language will be monitored to ensure pupil progress.
- Where pupil achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place.
- The School/Service will set appropriate targets with an individual action plan for pupils targeted for support and these are reviewed on a regular basis.
- Information related to pupils EAL needs is passed on to subject teachers.

5. Resources

A range of resources will be used to support pupils' linguistic development including computer software, bilingual dictionaries (where pupils are literate in first language), thesaurus', key word lists, key visuals/graphic organisers to support organisation of language and thinking across the curriculum.

6. Parents/Carers and the Wider Community

We aim to provide a welcoming admission process for the induction, assessment and support of all new pupils and their families.

7. Staff Development

The school will ensure that all staff know about learning and teaching EAL in the curriculum and that those staff carrying out specialist EAL roles receive subject specific professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

8. Review and Evaluation of Policy

School/service data will include relevant information on ethnic minority/EAL pupils, and this will enable the school to monitor targets.

This evaluation process will serve as the basis for planning programmes of action and targeting time, support, and resources.

Links to other policies:

- Curriculum Guarantee Policy.
- Teaching and Learning Framework.
- Diversity & Equal Opportunities Policy.

Disability Equality Scheme - In reviewing this policy we have taken into account any consideration of any potential implications of the Disability Equality Scheme.