

## **F16 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

### **Introduction**

Every child, regardless of background, has the right to full access to the school curriculum. The King's Foundation is made up of the Sixth Form, Boys' and Girls' Divisions and the Junior Division (including Infants and Early Years Foundation Stage) and, as a school, it works in partnership with parents to ensure that every child from a non-English speaking background is helped and encouraged to achieve their potential.

The school's curriculum is taught in English and King's does not provide specific EAL teaching. Pupils are accepted for entry to the School on the basis that they will obtain extra support for their language difficulties externally and that the children are intelligent enough to be able to cope with the inherent difficulties of working in another language; they are encouraged to master English as quickly as possible.

Teachers will adopt strategies to help pupils who have limited English skills but it cannot be assumed that teaching assistants, for instance, can be assigned to help individual students on a regular basis. However, this will happen on occasions. These pupils will be dealt with on an individual basis and are not automatically assigned to the Learning Enhancement Department, although the advice of such specialists may be sought sometimes.

### **Objectives**

The aim of this policy is to ensure that King's meets the educational needs of those children who are learning English as an additional language.

The school seeks to ensure equality of opportunity for all pupils. It does this by monitoring the progress of all pupils and identifying specific needs to provide individual support wherever possible.

King's will involve pupils and parents at every stage in the strategies to meet a pupil's needs and maximise his or her potential. Each case will be judged on its own merits and specific input, matched to individual needs, will be provided for those pupils where English is not the language spoken at home.

### **Guidelines**

King's strives hard to meet the needs of all pupils learning English as an additional language and takes all reasonable steps to achieve this. Pupils will be set work specifically suited to their needs which may be different from the rest of the class on occasions. This will be considered as an interim measure with the objective of providing them with access to the same material as their peers as soon as possible.

King's does not generally withdraw children from lessons to receive EAL support but rather provides a range of opportunities for these pupils to engage in English speaking and listening activities, with peers and with adults. This has sometimes involved older pupils speaking in the native language to younger students. Heads of MFL Departments have also recommended reading material for some students.

On occasions, pragmatic decisions will be taken in consultation with parents to allow extra help. For instance, a pupil joining the School in year 9 who has missed several years of learning a specific language may replace that lesson in the curriculum by working on material designed to improve their basic skills.

### **Liaison With Parents**

As with all children it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning. Effective communication is the key to ensuring pupil progress.