



English as an Additional Language Policy

Approved by TCES Operational Board on behalf of
Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, Sept 2024

This policy applies to the TCES National Online School

Contents

English as an Additional Language (EAL) Policy	3
1. Statement of Aims.....	3
2. Key Principles for Additional Language Acquisition.....	3
3. Learning and Teaching	3
4. Identification	4
5. Resources	4
6. Parents/Carers and the Wider Community.....	4
7. Staff Development	4
8. Review and Evaluation of Policy	5

English as an Additional Language (EAL) Policy

1. Statement of Aims

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

We aim to ensure that all EAL students 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 students have an entitlement to The National Online School 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 students' 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. Literacy in the home language enhances subsequent acquisition of EAL.

3. Learning and Teaching

- Online activities are carefully structured and focused to take account of the range of purposes and audiences.
- Online activities have clear language development and learning objectives and appropriate support and resources employed to ensure that students can participate in lessons. Class grouping 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 students to take a GCSE examination in their home/first language. Where students would benefit from tuition to achieve this, the school will seek to make links to support this.
- Interventions will be provided for those students 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 students' linguistic background and previous educational and schooling experience.
- EAL students are identified through the information provided on entry by parents and local authorities. Students are also identified by feedback from teaching staff and details are recorded.
- Students identified as having English as an Additional Language will be monitored to ensure student progress.
- Where student achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place.
- The National Online School will set appropriate targets with an individual action plan for students targeted for support and these are reviewed on a regular basis.
- Information related to students' EAL needs is passed on to all relevant members of staff.

5. Resources

A range of resources will be used to support students' linguistic development including computer software, bilingual dictionaries (where students 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 students 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 students is appropriately delivered and co-ordinated.

8. Review and Evaluation of Policy

School data will include relevant information on ethnic minority/EAL students, 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.