



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	English as an Additional Language
Date policy updated	23.03.2021
Date policy to be reviewed	23.02.2022
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A shaded area denotes a regulation to which all schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

There are a number of pupils at Clifton High School for whom English is an Additional Language (EAL). The School values this linguistic diversity and encourages opportunities for children to use and talk about their home language in play and learning. Displays, books and visits by the child's parents or guardians provide opportunities for other pupils to learn about a child's home language.

Aims and Objectives

It is recognised that

- All EAL learners are entitled to the full range of educational services offered by the school
- All EAL learners are entitled to equal opportunities of educational success
- Bilingualism and multilingualism are educationally enriching
- Having a home language other than English is not a learning difficulty

The aim is to

- Ensure that all EAL learners participate in and gain access to our curriculum provision
- Support EAL learners in their acquisition of English language skills across the curriculum
- Ensure that EAL learners achieve high standards, appropriate to their intellectual ability
- Assess and monitor the acquisition of English language skills by EAL pupils using the EAL steps descriptors taken from the DFE proficiency scale.
- Ensure that activities are planned to match EAL learners' individual needs
- Provide training via input in staff meetings for subject teachers, class teachers and teaching assistants with strategies that will address the needs of EAL learners
- Develop resources to support EAL learners
- Develop home/school links to enhance support for EAL learners
- Give EAL learners access to qualified EAL teachers (where appropriate), on the understanding that individual and small group support with a specialist EAL teacher is a chargeable extra

Learning opportunities in Nursery - Year 6

These include

- Providing opportunities for the child to engage in speaking and listening activities with their peers and teachers
- Providing learning support in the child's home language
- Offering French-speaking pupils the chance to follow the French curriculum through the French/English Curriculum Programme (FECPP)
- Providing additional learning support, from our Enhanced Learning Department (ELD), if deemed appropriate
- Using visual support such as pictures, realia or puppets when deemed appropriate

- Providing writing in English and the child's home language e.g. labels around the classroom, labels on pictures and in books, if possible
- Having access to dual-language texts in the child's home language, if possible
- Having multicultural artefacts that promote discussion
- Promoting discussion of the home culture and language, as well as opportunities for parents to share linguistic/cultural knowledge

Learning opportunities in Years 7 - 11

These include

- Offering French-speaking pupils the chance to follow the French curriculum through the FECF
- Providing additional learning support, from our ELD, if deemed appropriate
- Preparing pupils for the IGCSE in English as a Second Language, where required
- Preparing pupils for B2 First for Schools (Cambridge English Qualification), where required

Learning opportunities in the Sixth Form

These include

- Facilitating integration with peers and additional language support through the Peer Mentor Language Scheme
- Preparing students for Higher Education by offering lessons in IELTS preparation or essay-writing for BMAT (where need exists)
- Running conversation classes to help learners with their spoken English (where need exists)

Immersion in the classroom and in playground activities provides plentiful opportunities for the pupil to engage in speaking and listening and is positively encouraged by staff, who make a conscious effort to support the pupil's involvement in these activities.