



EAL (English as an Additional Language) Policy

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Introduction

This policy details the procedures to support students who come to school with little knowledge of English in addition to severe communication needs.

Principles

- Communication targets for English are the same for all students.
- The process of becoming literate in either a first or an additional language has both similarities.
- Many students for whom English is not their first language may become literate in one or more other languages.
- Literacy in a home or community language can support English literacy – there are cultural, social and technical variations in literacy in different contexts.
- Students with severe communication needs have a right to additional bilingual support.
- Parents of students have severe communication difficulties and for whom English is not their first language may also need bilingual support.

Procedures

- The school ensures that they recognize that the student may have some communication in a language other than English within their home environment.
- Classrooms and learning tasks are socially intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Cultural differences of students are used in teaching.
- The school ensures that EAL students may need more time to process answers.
- The school does not allow any comments that may be deemed as racist or offensive.
- The school allows students to use their mother tongue to explore concepts.
- Staff give newly arrived students time to absorb English (there is a recognized 'silent period' when a student may understand much more English than they use).
- The school seeks bilingual support from fellow professionals or from volunteers to assess and support student's communication.

End