

	English as an Additional Language Policy (EAL)	
	<p>Philosophy</p> <p>All students are entitled to equal opportunities of inclusion and educational success. At The Bridge SEN School we want all students to become effective learners in an environment which values and respects the richness of cultural and language diversity. We will give all our students the help and support they need to develop confidence and competence so that they can participate fully in life with their peers and the community.</p> <p>Our vision is for...</p> <p style="text-align: center;"><i>‘Everyone to have a chance to live a fulfilled life’</i></p> <p>Our mission- our school is a safe and happy place to learn. It is:</p> <ul style="list-style-type: none"> ● A vibrant community where we respect one another ● An inclusive environment where we develop a love of learning ● A place where everyone is challenged, and their unique qualities are valued ● A setting where we develop logical and creative thinking <p>Aims</p> <p>In meeting the needs of students with English as an additional language we aim to:</p> <ul style="list-style-type: none"> ● Recognise and celebrate the diversity of language ● Ensure all families feel valued as part of the school community ● Respect cultural diversity ● Enable students with EAL to be fully involved in school life ● Enable full access to the National Curriculum ● Ensure students are not disadvantaged in the school if they do not speak English as their first language ● Enable students to develop a positive self-image ● Ensure all students reach their full potential 	

Admission and Induction of new students

The following procedures will be carried out:

- An information sheet will be completed by the school admin officer and passed on to the class teacher and Manager
- The family will be given written information detailing school arrangements. This will be translated if requested.
- The student will be assessed on entering the school, initially through observations in a variety of situations throughout the school day.
- The student will be assessed according to Ethnic Minority Achievement Service levels and achievable, yet challenging targets and work will be set to enable the student to make progress.

Curriculum Planning

Curriculum Planning must take into account the needs of EAL students, with language and learning objectives identified. Strategies will be used to ensure that learning support is provided by appropriate differentiation and group or paired work and the use of visual aids and the considered introduction of new language and words.

All learning will be enhanced through our policy for effective learning and teachers must ensure that all curriculum activities use visual and kinaesthetic approaches. Enhanced opportunities to develop listening and language skills should be used as much as possible. (see page 9 in the DfES booklet ["Aiming high; understanding the educational needs of EAL pupils in mainly white schools"](#) and a handout 'Supporting student learning English as an additional language in schools')

Assessment and Tracking

Ongoing assessment will take place throughout the academic year. This will be reflected in the targets which are set for individual students and the ways they are supported. The Inclusion Leader will track individual student's patterns of achievement in literacy and numeracy and where necessary target support for those students who are underachieving. Student's levels of achievement will be monitored and tracked each year.

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	<p>The SENCO will observe and assess EAL young adults/ students that we believe may also have special educational needs. An audit of needs and provision map will then be completed and reviewed each term.</p> <p>Resources</p> <p>We use many visual aids, photographs and pictures, artefacts and story props within the curriculum. We will continue to increase and improve these resources including books as we change and develop our topics.</p> <p>Family Involvement</p> <p>“No student should be expected to cast off the language and culture of the home as he crosses the nursery threshold” Bullock Report 1975</p> <p>We see education as a partnership between school and home. The student and their family will be part of this partnership and valued for their support and contributions. When teachers and parents/carers do not share a common language we will endeavour to overcome this by involving other parents or staff or supporting the parents in providing their own linguistic support.</p> <p>Celebration of Culture and Diversity</p> <p>Throughout the school we see diversity and culture as a part of school life to celebrate. Through the learning about a range of festivals, through show and tell, students sharing their personal experiences, whole school activities (such as Global Maths or Arts Week) and in class activities such as learning words in different languages our diversity and range of cultures are celebrated.</p> <p>Monitoring</p> <p>The effectiveness of this policy will be reflected in the raised achievement of the Students.</p> <p>This will be monitored through:</p> <ul style="list-style-type: none"> ● Attendance of the student at School ● Attendance at parents’ meetings and other school events ● The regular updating of the EAL Register 	
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	<ul style="list-style-type: none"> • Tracking the progress of all student on the EAL Register • The impact of all interventions will be monitored, evaluated and changes made as appropriate. <p>This policy is updated annually.</p>	
	<p>Last updated: November 2024 Date for next review: December 2025 Person responsible for review: Academic Manager</p>	