

WORK SKILLS LEARNING

EAL POLICY

2015 / 2106

Introduction

This policy is concerned with bilingual learners who have a home language other than English and who study at Work Skills Learning (WSL).

Context

Whilst being clear that EAL is not SEN ('special need') or a 'learning difficulty', WSL acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Bilingual or multilingual EAL learners at WSL come from a range of backgrounds, including from bilingual or multilingual backgrounds whose home language is not English.

Bilingual or multilingual EAL learners at WSL may need to develop skills in both their home language and English.

Objectives

All bilingual/multilingual EAL learners at WSL are entitled to the full range of the school curriculum.

WSL aims to achieve the following objectives for bilingual/multilingual EAL learners:

1. To ensure that EAL learners participate in all activities appropriate to their age group
2. To ensure that the curriculum needs of EAL learners are provided for through the admissions procedure
3. To support EAL learners in their acquisition of English language skills across the curriculum
4. To monitor the progress of and support EAL learners
5. To ensure that appropriate action is taken where required for EAL learners who are taking public examinations at WSL.
6. To encourage teaching staff, where appropriate, to develop resources and teaching materials to enhance the linguistic skills and conceptual understanding of EAL learners, for example by providing glossaries of technical terms being used in the subject, or by providing a suitably differentiated learning activities.
7. Where required, to carry out an assessment according to the five stages (A-E) defined by the EAL service to classify pupils according to their competence in English, with the aim of identifying their needs and defining any level of support that should be provided.
8. Ensuring that every teacher is aware that they have responsibility for the language developed of an EAL learner.

Conclusion

At WSL it is acknowledged that the progress of bilingual EAL learners is significantly influenced by the school ethos and by teacher attitudes and expectations. WSL welcomes bilingual EAL learners and through the mutual cooperation of the pupils, their teachers and their parents, aims to ensure that their education experience is positive and rewarding.

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