OMNIA
FOUNDATION

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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Approved by (Name, date, signature)

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Staff Area

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POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Mission

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

Rationale

At the Omnia Foundation, we celebrate the fact that many of our students may speak more than one language and we acknowledge their ability to use a variety of community languages. In the foundation, the learning and teaching, achievements, attitudes and well-being of all students are important. We encourage all our young people to achieve the highest possible standards. We do this through taking account of each young person's life experiences and needs.

We appreciate that students who join us may have particular learning and assessment requirements, which could be linked to progress in learning English as an additional language.

Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims

Our Curriculum secures entitlement for all students to a wide range of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the diverse education that we provide at the foundation.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

At the Omnia Foundation staff take action to help students who are learning English as an additional language by various means.

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- displaying key vocabulary;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging students to transfer their knowledge, skills and understanding of one language to another;
- building on students' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit students' ages and levels of learning;
- providing support through technology, video or audio materials and dictionaries
- setting targets in literacy for identified students

Curriculum access

All students at the Omnia Foundation follow the curricular requirements we lay out in line with the Independent Schools Standards. Students with English as an additional language complete the same tasks as native English speakers, unless working within a focused target intervention group.

The Nurture Stage helps children learning English as an additional language by:

- building on students' experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults;

Assessment

We take into careful consideration the additional needs of all our students and the differentiation required to be able to assess their development and achievements appropriately.

Where a student may be learning English as an additional language, we can make arrangements to ensure a fair assessment process is in place for that individual student. Our PLI assessment strategy allows us to constantly assess students' progress, not only in an academic format but also in line with their identified needs as outlined in Section F of their EHCP.