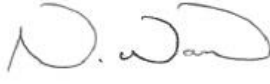




English Additional Language

Last Reviewed Date:	07/11/2022	Reviewed	09/04/2025
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School Business Manager:		Date:	09/04/2025
Headteacher:		Date:	25/04/2025

Date of Next Review:	November 2026
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1. Introduction

Amwell View School and Specialist Sports College is flexible and open to applications from prospective pupils from any ethnic or national background. The school is committed to making appropriate provision for the teaching and learning and the overall well-being/pastoral care of any pupil for whom English is an additional language (EAL). We define a child who has EAL as one for who English is not the first language spoken at home and who is in the process of learning to use English as an additional language for educational purposes. For such a child the school aims to provide linguistic support across the curriculum as necessary and to offer any additional welfare support that may be needed as a result of their background.

Lack of English does not equate to a lack of knowledge, skills or understanding and having a home language other than English is not considered a learning difficulty, however the school recognises that although a child's primary need will be their learning difficulty, EAL will be an additional difficulty to their communication and language development

We recognise that EAL pupils are likely to learn most efficiently when working in collaborative groups with able and fluent English speakers and are unlikely to want to be identified and 'singled out' as different. We will therefore approach each child who has EAL sensitively, as an individual and with the purpose of tailoring provision according to their needs

2. Aims

We aim to ensure that pupils who have English as an additional language will:

- Use English confidently and competently within school
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures

3. As a school we will

- Ensure that the pupil's class teacher monitors and supports the pupil's welfare and well-being
- Ensure all teaching staff are informed when a pupil who has EAL is joining one of their classes
- Ensure that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Differentiate in the planning of lessons if required
- Provide appropriate funding for resources and training of staff if required
- Recognise the importance of the role of parents and the need to communicate with parents in their first language where appropriate and possible