



## English as an Additional Language (EAL)

We aim to ensure that all learners for whom English is an additional language has access to the full curriculum and the full range of activities on the same basis as all other learners.

*“A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught in, is different from a language (or form of language) which is or has been spoken at home”*

*(Children & Families Act 2014 Section 20.4)*

### **Definition of English as an Additional Language (EAL)**

The term EAL is used when referring to pupils whose main language at home is a language other than English.

### **Purposes**

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.

### **Objectives**

- To give all learners the opportunity to overcome any barriers to learning and assessment
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To support learners to become more confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To ensure that all EAL learners are supported in taking part in all activities within the College

The Head Teacher will have overall responsibility of learners with EAL and the Tutors/Key Workers will be responsible for ensuring that all EAL learners receive provision appropriate to their needs.

The College recognises that most EAL learners needing additional support do not have SEN needs. However, should SEN needs be identified EAL learners will have equal access to the College’s SEN provision.

Ratified by the Board of Trustees: 6 September 2019

Review due: 5 September 2020