



## **English as an Additional Language (EAL) Policy: Wize Up**

Definition The Department of Education uses the following definition for EAL:

“A pupil's first language is defined as any language, other than English, that a child was exposed to during early development and continues to be exposed to in the home or community.”

It is important to note that for almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

EAL young people are entitled to the full range of curriculum areas and all Wize Up staff have a responsibility to support the young people with their English language learning.

### **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 young people for whom English is an additional language.

### **Provision**

During the referral process, the individual needs of all young person will be identified through the initial interview and through the exchange of information with the referrer and others involved with the young person. The Head Teacher or Senior member of staff will discuss with the referrer, parent/carer, young person and any other relevant agencies the exact day-to-day impact of the needs identified.

### **Guidelines**

Wize Up Staff will:

- Promote academic achievement by grouping EAL young people according to cognitive level rather than English language level.
- Will identify language outcomes for all curriculum areas and include in planning.
- Will promote and encourage the development of the young persons first languages in order to facilitate concept development in tandem with their acquisition of English.
- Will provide young people with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- Will use key visuals and other strategies to support young peoples access to the curriculum.
- Will actively liaise with parents/carers to help them to support their children's learning.
- Will facilitate parent/carers' access to meetings with Education staff by ensuring there is someone available to translate and/or support accordingly.
- Will ensure the referrer has sought first language assessment to ensure the accurate identification of SEN.
- Will review the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- Will provide all staff with the knowledge and skills for teaching EAL learners.
- Will acknowledge that language is central to our identity. Therefore, Wize Up staff will recognise, value and celebrate the home languages of all young people.
- Will identify the demands of learning tasks and include these in planning.

Should SEN be identified, EAL young people have equal access to Wize Up's SEN provision.

Please refer to the following Wize Up policies - SEN Policy



## 20 Tips for getting the most out of EAL students

1. **Buddy** them up with another student who is patient, calm and sympathetic.
2. Encourage them to use a **bilingual dictionary**.
3. Get them using a **thesaurus** to expand their vocabulary.
4. Write key words in their **New Words Booklet**.
5. Draw pictures/**diagrams** to convey meaning.
6. Break things down for them: eg. Write a **list** of....
7. Give them **sentence starters**.
8. Ask them to **highlight** the words they know.
9. They highlight/underline/circle/squiggly line under **different types of words**: adjectives, verbs, adverbs, nouns etc.
10. You can **pre-highlight** words you want them to learn/focus on.
11. Ask them to **label**/write a description of a picture.
12. Ask them to look/listen for **patterns** in language  
eg. All past tense verbs end in “-ed”
13. Check to see if **classroom displays** are helpful and encourage student to use them.
14. Translate key words/terms into your **student’s language** on your PowerPoint slide
15. Give them thinking/**rehearsal time** before asking for an answer.
16. Don’t simply correct their mistakes. Give them an **alternative**.  
eg. Is it: “I dranked” or I “drank”?
17. **Model language** yourself and ask them to repeat after you to correct pronunciation.
18. Know and tell the student the **success criteria** for each task so the student can progress.
19. If you’re correcting their work, **highlight mistakes**. Don’t always simply correct them all.  
Focus on **1 type of error** at a time, eg. Full stops & capitals.
20. Use **humour** to bring out **their personalities**! It’s hard for them to express their character with limited English! They will appreciate you getting to know them!
21. Learn a few words in their language: use mem’rise / google translate or even ask them
22. E.A.L. BOX – Allow students to have their own space in their books (Notes to research topics)