



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

ALP Nuneaton

Holman Way

Nuneaton

CV11 4PN

Rationale

We celebrate the fact that some of our learners speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all learners to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Some of our learners have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

learners who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. 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 learners to a number 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 in our school.

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 ALP Nuneaton, in conjunction with the Head, Assistant Head, Curricula take action to help all of our learners 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 learners to transfer their knowledge, skills and understanding of one language to another;
- building on student's' 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 student's' ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;
- setting targets in literacy for targeted learners.

Curriculum access

All learners at ALP Nuneaton follow a bespoke programme that is matched to their interests and needs. Student's with English as an additional language do not produce separate work.

Where possible a learning support assistant who is able to speak the student's first language is recruited to support the student in lessons so that they can access the curriculum. They also work in partnership with class teachers within teaching spaces.