

SHERBORNE HOUSE SCHOOL



**Policy for Children with English as an Additional Language
(EAL)**

This policy applies all pupils in the school, including those in the EYFS

Written

January 2016

Date for revision

February 2019

Introduction

The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets our school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

At Sherborne House School we recognise that bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. Developing and maintaining a home language as the foundation for knowledge about language will support the development of English and should be encouraged.

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school;
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum;
- To support EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Strategies for Teaching and Learning

- Classrooms will be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Staff will identify every pupil's strengths and weaknesses and show how differentiated work for EAL pupils will be implemented in their planning;

- Staff will assess the pupil's competence in English in relation to the National Curriculum standards and expectations as soon as possible. Careful monitoring of progress will then pursue and staff will ensure that EAL pupils are set appropriate and challenging learning objectives.
- Adults and children should respond encouragingly to children's non-verbal communication;
- Staff will recognise that EAL pupils may require more time in which to process answers;
- Staff will allow pupils to use their mother tongue to explore concepts as appropriate;
- Newly arrived young children may need time to absorb English and will be wholly supported during this time in terms of providing strategies and recognising there may be a 'silent period'. They will be immersed in English within the classroom environment and the acquisition of English will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.

Teaching and Learning Style

At Sherborne House, teachers take actions to support children 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 everyday meaning of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes;
- Providing a range of reading materials that highlight different ways in which English is used;
- Ensuring that there are effective opportunities for talking and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding from one language to another.

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

- Building on children's 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 children to engage in speaking and listening activities in English with peers and adults;
- Providing bilingual support to extend vocabulary;
- Where possible, providing opportunities for children to hear their home languages as well as in English.

Responsibilities:

Head Teacher:

- Ensure that EAL parents and children feel completely welcomed by the school;
- Ensure that the School Prospectus and further information provided by the school can be accessed and understood by an EAL parent;
- Parents and staff are fully aware of the school's policy on pupils with EAL;
- Ensure training in planning, teaching and assessing EAL pupils is available to staff;
- Relevant information on pupils with EAL reaches all staff;
- Challenging targets for pupils learning EAL are set and met;
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.

SEN Co-ordinator:

- Oversee initial assessment of pupil's standard of English;
- Provide guidance and support in using the assessment to set targets and plan appropriate work (Write an IEP as required);
- Provide advice to teachers and support staff on classroom strategies;
- Monitor standards of teaching and learning of pupils with EAL;
- Liaise with the Multi-cultural Service;
- Liaise with parents/guardians;
- Report to the Head teacher on the effectiveness of the above and the progress of the pupils.

Form Tutor:

- Liaise with the SENCo for advice as required;
- Assess the pupil's strengths and weaknesses in all areas of the curriculum but also in terms of their ability to speak and understand the English language;
- Use these assessments effectively in curriculum planning, classroom teaching and pupil grouping;
- Liaise with parents to ensure regular communication regarding the child's learning and progress.

EAL, SEN and Gifted and Talented

A child must **not** be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is, or will be, taught. Appropriate differentiation will be used within the classroom in order to support his/her acquisition of English. However, should SEN needs be identified during assessment, EAL students will have equal access to appropriate provision in line with the SEN Policy.

Similarly, the Sherborne House School recognises that there may be EAL students who are working at a high level of attainment even though they may not be fully fluent in English.

Related Policies/Documents:

- Sherborne House School SEN policy
- Sherborne House School Gifted and Talented Policy
- Inclusive Schools Act 2001
- National Primary Strategy ~ Supporting Children Learning English as an Additional Language (Guidance for Practitioners in the Early Years and Foundation Stage) 2007

Policy written January 2016 by Mrs J. Carter (SENCo)

Policy to be reviewed on a three-year rolling programme