

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

**Legal Status:**

- Complies with Part 6, paragraph 24(3)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations

**Applies to:**

- Whole School including the Early Years Foundation Stage (EYFS)

**Related documents:**

- Special Educational Needs and Disability (SEND) Policy
- Curriculum: Teaching and Learning Policies

**Availability**

This policy is made available to parents, staff and pupils in the following ways: on request a copy may be obtained from the School Office.

**Monitoring and Review:**

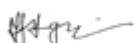
- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The Proprietor (who is also the Headmaster) undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

**Aims and objectives**

The National Curriculum secures entitlement for all children 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 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.

Signed:



Date: September 2017

Mr R.J.S. Higgins  
Headmaster and Proprietor

## **Introduction**

At The Pointer School the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. The backgrounds of pupils at the Pointer School mean that the needs of our EAL pupils are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrase in speaking, writing and grammar. Our school will make provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)). Pupils for whom English is an additional language (EAL) will be provided with appropriate support provided they meet the Pointer School academic criteria. Teachers will assess the children to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at the Pointer School.

### **We aim to raise the attainment of minority ethnic pupils by:**

- Assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible.
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English.
- Providing additional in-class and withdrawal support to these pupils.
- Developing an understanding of and valuing pupils' home languages.
- Using visual and auditory resources.
- Assessing pupils with EAL to establish their needs and progress.
- Liaising with SEN colleagues in identifying pupils who may additionally have SEN.

### **Identification and Assessment**

Parents are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside pupils should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- GL English and Maths tests
- EYFS profile
- CATs
- Teacher assessment
- Reading tests
- Spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with parents
- Attendance and behaviour monitoring

Once the pupils have been identified and assessed, the class teacher will work with colleagues to develop a Learning Plan for that child.

### **Teaching and learning style**

In our school, teachers take action to help children who are learning English as an additional language by various means, including 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;
- providing in class support for individuals and small groups;
- developing appropriate resources;
- 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;

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- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- providing support within small-group intervention strategy programmes also involving non-EAL pupils;
- providing advice and training for staff members;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

### **Curriculum Access**

At the Pointer School some of our children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. These children's ability to participate in the full curriculum may be in advance of their communicative skills in English. All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum: children with EAL do not produce separate work. Teaching Assistants and Learning Support Assistants work in partnership with class teachers to support individual children or small groups of children. Sometimes they work with groups of children, of whom only one or two may be EAL children. We support access for all children to the curriculum by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and readers;
- using the home or first language where possible and appropriate.
- purchasing resources which reflect different ethnicities in their language, visual images and content.
- 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;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home languages as well as English;
- providing school information in the language of the parent's choice, if requested;
- asking parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.

### **Effective EAL support**

Effective EAL support will be evidenced by:

- High standards of EAL training and curriculum content for EAL pupils;
- Good leadership and management of EAL;
- Pupils with EAL are sufficiently challenged and supported so they can reach their potential;
- Support takes account of pupils at the early stage of language learning;
- Where appropriate, new EAL learners can be paired with both a helper who speaks their mother tongue (to help them feel comfortable) and a classmate (to help them integrate into the school);
- Support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson;
- The offered curriculum is relevant and sensitive;
- The SLT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils;
- Good links with parents.

### **EAL in the EYFS**

In the EYFS we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The EYFS 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;

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- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- ensuring that our teaching and learning environments are supplemented with visual aids and timetables;
- providing bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English, if requested;
- providing opportunities for children to hear their home languages as well as English, if requested;
- providing school information in the language of the parent's choice, if requested;
- If necessary, we also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.