

West Lodge School

English as an Additional Language (EAL) Policy

This policy also applies to the Early Years Foundation Stage (EYFS) and before and after school activities.

1 Introduction

- 1.1 In West Lodge, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences. This policy applies to all children who attend our school from Foundation Stage to Year 6 and those who attend before & after school activities.
- 1.2 Some of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- 1.3 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.4 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. West Lodge recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

- 2.1 Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school and to promote equality of opportunity for all learners including those for whom English is an additional language.
- 2.2 The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language and to deliver a broad and balanced curriculum that reflects their needs. This is in line with the requirements of the Race Relations Act 1976, Race Relations (Amendment) Act 2001 and the Equality Act 2010

3 Teaching and learning style

- 3.1 At West Lodge (see also 4.4 re Foundation Stage), Teachers use various methods to help children who are learning English as an additional language:
 - 3.1.1 developing their spoken and written English by:
 - ensuring that vocabulary work covers the technical as well as the everyday meanings;

- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;

3.1.2 ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and cognitive abilities;;
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

4 EAL and inclusion

4.1 In West Lodge, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

4.2 Children with English as an additional language are fully included in school and class activities. Work is differentiated for them according to their abilities. Where they require additional support to access the work this will be provided either within the classroom or through additional support outside the classroom.

4.3 Children may be withdrawn from lessons for additional support, either individually or in small groups if it is deemed appropriate. If a child with EAL needs specialist support then the school will endeavour to engage a language support Teacher by prior arrangement with the parent(s)/carer.

4.4 Children with English as an additional language who are experiencing ongoing difficulties in their learning will initially be supported through work to increase their vocabulary and comprehension skills. If difficulties persist a child will have their cognitive ability skills assessed. Where necessary the services of an interpreter would be employed.

4.5 In the Early Years Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

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

- reasonable steps are taken to provide opportunities for children to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language
- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;

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- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support if required to extend vocabulary;
- providing visuals and other strategies to support their access to the curriculum;
- actively liaising with parents to help them to support their child's learning.

4.5 Key Stages 1 and 2 helps children learning English as an additional language by continuing those strategies used in the Early Years Foundation Stage, whilst moving the emphasis towards written and spoken English.

5 Assessment for learning

- 5.1 We record their attainment and progress on class tracking sheets.
- 5.2 Where required special assessment arrangements for children who are learning English as an additional language will be made.

6 Monitoring and review

- 6.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Reviewed Date: January 2017

Next Review Date: January 2019

Reviewer: SEN Co-ordinator