



Yarrells School & Nursery

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Policy Lead (Position (and Initials)): **SENDCo (CC)**

Date of Last Review: **January 2021**

Date of Next Review: **July 2022**

Supporting pupils for whom English is an Additional Language

Introduction

The United Nations Convention on the Rights of the Child states that children have the right to have their voices heard and a right to use their own language (1989, Article 30).

Our policy shows our commitment to supporting children learning English as an additional language.

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Aims

The aim of this policy is to 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.

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To encourage and enable parental support in improving children's attainment to be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- 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 (E.g. during Multi-Cultural Week)

School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities

- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

Displays will show and reflect a positive image towards the world in which we live.

Assessment

- School Registration form identifies pupils where English is their second language
- We carry out on-going recording of attainment and progress in line with agreed school procedures.

Access and support

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
- Where necessary, for those children who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

School and External Exams

EAL pupils should take their exams with the rest of their class. Exam concessions in some subjects may include dictionaries, help in reading and extra time.

The school Registrar obtains, collates and distributes to Form teacher, Director of Studies and EAL Coordinator, information on new pupils with EAL. • Language(s) spoken at home • From the previous school, information on level of English studied/used

Broad guidelines of responsibility

Individual Staff Responsibility

- To be supportive of all pupils who have EAL
- To differentiate work in an appropriate way for EAL pupils
- To liaise with colleagues giving specific EAL support to pupils so that targeted reinforcement can be given
- To encourage the pupils to contribute verbally

Form Tutor Responsibility

- To support any pupils in the form who have EAL and facilitate their integration in the peer group
- To be sensitive to the needs of pupils from different cultural and linguistic backgrounds

Pupil Responsibility

- Pupils with EAL should seek help if they experience difficulties with understanding work or with integration into the school community
- All pupils should support others who have EAL and help them to integrate into the school community

Parent Responsibility

- To work with the school in supporting their son or daughter

Yarrells School considers it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they may see as different from themselves.

Links with Senior Schools

As with all pupils EAL pupils will be supported in their choice of Senior School by the subject teachers and the Headmaster. Parents will be given support and advice by the Headmaster in helping to determine the right school for their child(ren).