

Fairstead House

English as an Additional Language (EAL) Policy Including Early Years Foundation Stage

Introduction

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.

Fairstead House provides an education for all, which acknowledges, and is enriched by the diversity of ethnicity, culture and languages of its pupils, embedding the Fundamental British Values.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured by direct support from the SENCO or one of our dedicated and experienced Teaching Assistants and by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Aim

Children have full and equal access to the Curriculum, whatever their religion, ethnicity, first language, special educational needs and gender.

The aim of this policy is to set out how that access is achieved with regard to pupils for whom English is an Additional Language. The school will provide effective learning opportunities for all pupils by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

- 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 Languages Week).
- To establish roles and responsibilities of parents and agents working with pupils.

Good Practice in working with Bilingual and Multilingual Pupils:

The school recognises the following factors as being central to progress for EAL pupils:

Fairstead House

- Recognition of the importance of home language.
- Treating racism and bullying seriously (see Discipline and anti-bullying policies).
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- Curriculum, which portrays positive images and role models.

Implementation of the EAL Policy

The SENCo will work to support bilingual pupils and teaching staff in the school.

The role includes:

- Induction of newly arrived EAL pupils
- Initial assessment of language stage of EAL pupils
- Teaching of small groups of pupils, particularly those who are newly arrived
- Providing in-class support to EAL pupils
- Monitoring of EAL pupils' progress
- Developing self-esteem of pupils
- Liaising with teaching staff
- Provide advice on classroom strategies to support and include EAL pupils
- Provide advice on inclusive curriculum materials
- Provide advice on differentiation of work for EAL pupils
- Promote, encourage and support with available means the maintenance and development of pupils' first language
- Develop partnership with parents
- Liaise and develop partnerships with external agencies
- Provide consultancy to staff on issues related to bilingualism and the learning and teaching of EAL pupils

Early Years Foundation Stage

In the EYFS pupils learn English as an additional language by:

- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary
- Providing a variety of writing in the children's home language as well as in English, according to their needs
- Providing opportunities for children to hear their home languages as well as English and as appropriate.

Fairstead House

Curriculum Principles and Fundamental British Values

The curriculum should reflect the ethnic and cultural diversity and Fundamental British Values. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds.

The school's goal is to enable pupils from minority ethnic backgrounds to gain full access to the Curriculum and to develop strategies for recognising and overcoming any obstacles that prevent pupils from developing their full potential in school.

Curriculum Planning

The needs of EAL pupils in accessing the curriculum need to be carefully planned. PSHE, RE and House Assemblies offer whole school opportunities as does the provision of a balanced and positive multicultural curriculum.

Teachers need to ensure that:

- The language and learning needs of pupils are clearly identified and provided for.
- The language and learning demands of the curriculum are analysed and support provided.
- Visual support is provided for key concepts.
- The support requirements of pupils are identified.

Curriculum and Classroom Practice

Teachers should have high expectations of all pupils regardless of ethnicity, gender, or social background and ensure that activities are matched to pupils' needs and abilities and have a clear sense of progression.

There should be evidence of development in oral communication and literacy through:

- the awareness and utilisation of the children's first language expertise.
- provision of scaffolding/writing frames.
- using story props.

Practice and development in all 4 language skills will be encouraged through:

- collaborative activities that involve talk.
- opportunities for feedback to others.
- models produced by peers to show what can be achieved.

Classroom organisation and groupings will encourage and support active participation by:

- grouping and regrouping pupils for connected activities in order to develop language skills.
- 'supportive experts' in each group ie. good readers and writers.
- using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age).

Displays in the classroom and around the school will reflect cultural diversity.

Fairstead House

Assessment methods allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries should be available if required, and bilingual pupils should be encouraged to use them.

Access to meaning should be provided by presenting and introducing lessons or topics with visual support (if appropriate):

- videos
- maps
- posters
- pictures
- objects
- use of Information and Communication Technology (ICT).

EAL Pupils and Special Education Needs

A child has special educational needs if she/he has a learning difficulty. A child must not be regarded as having a learning difficulty, Special Educational Needs (SEN), solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs will include a proportion of EAL pupils, and other pupils from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.

The nature of support for EAL pupils with SEN will be decided on an individual basis through consultation between appropriate staff, parents, the SENCo and relevant external agencies. Provision of support will be jointly reviewed regularly. This support will take account of the child's needs as an EAL pupil.

The School will make sure that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

Liaise with Parents

As with all children, it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communications is the key for parents of EAL pupils. This is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Monitoring letters, newsletters, sent home to check that language used is clear and straightforward.
- Reading through letters (where appropriate) with children before they are taken home.
- Working with agents to ensure provision of translations of school documents in community languages, where appropriate.

Fairstead House

- Encouraging parental attendance at parents' evenings and participation in other school functions.
- Inviting parents into school to help with class activities, when and where appropriate, e.g. reading, cooking, class outings
- Encouraging parental involvement with shared reading scheme and homework, which may be specifically language based.

Assessment and Target Setting

Monitoring EAL pupils' progress and development is shared between mainstream teachers and the EAL teachers.

Individual Pupil Records will be kept updated with relevant information and regular assessment tasks will indicate children's progress. This assessment should also inform curriculum planning.

Pupils should be encouraged to take responsibility for their own learning by setting their own targets for achievement or assessing their own progress.

Strategies

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
- 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.