

English as an Additional Language Policy

Sancton Wood School

September 2017

Introduction

1.1 The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English.

1.2 A pupil will not be regarded 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. (section 312(1), (2) and (3) Education Act 1996). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.

1.3 This policy sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

2 Aims and objectives

2.1 To welcome and value the cultural, linguistic and education experiences that pupils with EAL bring to the School.

2.2 To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.

2.3 To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

2.4 To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.

2.5 To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.

2.6 To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.

2.7 To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

3 Strategies

3.1 Pupils with EAL will be assessed on their arrival to the School to identify the initial level of provision required. Additional tuition in English may be provided until the pupil is integrated into the mainstream curriculum.

3.2 The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.

3.3 Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required. Detail of the support provided by the School is set out in the Appendix.

3.4 The School will ensure that:

- All involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff.

Training in planning, teaching and assessing EAL pupils is available to staff.

- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.
- Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti--Bullying Policy.

3.5 All teaching staff can assist by:

- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Ensure the pupil's name is pronounced correctly and that he or she is included as much as possible.
- Use this knowledge effectively in curriculum planning, classroom teaching and grouping.

3.6 Any concerns about the wellbeing of a pupil with EAL should be referred to the relevant members of staff as set out in the Appendix.

3.7 If the School has reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections in the Special Educational Needs Policy.

This policy is reviewed annually by the Head.

September 2017

Appendix 1 English as an Additional Language -- support

1. The following members of staff are responsible for the provision for pupils for whom English is an additional language:

1.1 Richard Settle and the HODs share the role of EAL Coordinator

1.2 EAL teachers are appointed where necessary, depending on the child's circumstances.

Appendix 2 EYFS EAL Statement/Protocol

Statement of intent

At Baby Unicorns we undertake to include all children and welcome those who are not able to speak or understand English. Our strategy to support these children and their families will be implemented by all members of the staff. Temporary or new staff will receive support and information during their induction to enable them to promote the same strategies.

Children attending our setting may be monolingual in English or another heritage language, or bilingual and able to speak and understand equally in two languages.

We identify the child's first language at the pre-admission stage and establish whether the parents are able to converse in English, or whether they may need alternative support to understand the routines and learning environment that their child will experience.

To speak a language other than English, or to be bilingual will be celebrated and not seen as a deficit or disadvantage for the individual children. It is the responsibility of staff to be flexible and creative to ensure that effective communication takes place.

Creating a positive environment

Children from different cultures may find our setting environment quite strange; so it is important that we include pictures with which the children can identify. These may be of landscapes, houses, families, or children playing. We include labels and captions in alternative languages but these are only relevant if we draw the attention of the children to them. Bilingual books will be displayed in the book area, and when possible a parent will be asked to co-tell a bilingual story with the children, or record a simple story. The role play area reflects diversity and the adults are responsible for ensuring that the children respect and understand the function of the resources on offer.

Language rich environment

Communication involves speaking, listening and understanding: it affects the social as well as the learning outcomes for children. A language rich environment will be provided for all children, and any strategies which we use to support EAL children will also benefit all the children, including those with special needs. Staff must find ways of encouraging children to keep talking, even if they are unable to do so in English

- We will learn the question words in the child's first language and start sentences

using these -- the child is more likely to respond when they are aware that it is a question.

- We will keep language simple and literal initially so that the child has the best

opportunity to understand

- We will give instructions to the child individually and with eye contact as generalised instructions are hard to follow

- We will give plenty of time for the child to respond -- it takes time to translate!

- We will learn key words in the child's first language so they can tell us important things like needing the toilet, being thirsty, wanting to play with toy.

- We will put any key words we learn on the wall where staff unfamiliar with them can look up and check them out quickly

- We will use non-verbal clues when working with the child

- We will choose stories which are simple, repetitive, but interesting

- We will build up a bank of stories with props which can be shared regularly with children

- We will rehearse stories or activities with EAL children so they can join in with the whole group session

- We will encourage the child to teach the other children the name of objects in their own language

- Whenever possible, we will borrow resources such as comics, cds or books from the parents to share with the other children.

- We will model correct sentences for the child when they have tried to

communicate.

Alternative ways of communicating

All staff will engage with the EAL children using non-verbal communication alongside the verbal: this will involve the use of sign language, symbols, visual timetables, drama, and drawing, as well as props for stories. Different stages experienced by EAL children We will all respect the different phases that EAL children may go through:

- Clinging/crying phase -- like all new children the child may be frightened of being left in a new environment: parents will be welcome to stay initially, or leave the child for shorter periods. The child will have a named and consistent key worker who will be able to facilitate and comfort the child during the initial settling in period.
- Watching/silent phase -- the child may not want to take part in group activities

initially and should be allowed to watch and observe the other children until they are confident to join in.

- Noisy phase: some EAL children will go through a phase of shouting in order to make themselves understood: We will encourage them to speak quietly but will acknowledge and praise their efforts to communicate
- Physical phase: children who cannot communicate in words may become physical in their interaction with other children. We will intervene calmly and model appropriate words for the child to learn such as "I want to play with the ...", "please can I play too", "can I do that"
- Understanding/not speaking phase: we will recognise that children understand a

new language much faster than they can speak it, and will therefore always use verbal instructions or comments alongside non-verbal ones

Setting boundaries

All children quickly recognise the word or symbol for "no" and we must all ensure that the children with EAL are given the same clear boundaries as other children in the setting.

If children consistently fail to understand these, the key worker or teacher will approach the parent and ask them to explain them to the child Working with parents Parents from other countries may have no personal experience of pre-

school/early years education as we know it. It is important that sufficient time is given to explain to them the key principles of our system, and the routines the children experience.

It is crucial that whoever welcomes the parents and fills in the admission form, takes down details of the country of origin, the religion, the language and key cultural needs of the child. This may include dietary restrictions which should be shared with all staff to prevent misunderstandings. Any letters home will be read and explained verbally to the parent.

Parents should be encouraged to contribute to the learning of the children by visiting, sharing significant events/festivals and doing activities such as cooking with the children.

Assessment

No assumptions should be made of a child's ability and learning capability based solely on their ability to speak English. Observations by staff members of what the child "can do" will be part of a crucial learning record. Where concerns are exposed through the regular assessment of the child, it will be the responsibility of the key worker to discuss the child's first language competency with the parents. If this is not age appropriate, the key worker should inform the setting Senco with a view to referring to the Area Senco or Speech Therapist for further assessment.

When the progress of the child in their home language appears appropriate, they should discuss the needs of the child and whether they need to be encouraged to take up more learning opportunities which are not language dependent. Resources

Whenever resources are being ordered they should be relevant for all the children including the EAL children: all orders will be scrutinised by the setting Enco to recommend, when possible, alternatives which are more culturally appropriate. Responsibilities

All staff will be familiar with this protocol and be involved in seeing that it is carried out. The Manager will be responsible for sharing this protocol with all new or relief staff.

The key worker or teacher will be responsible for liaising with the parents, and monitoring the progress of the individual child.