

Park School English as an Additional Language Policy

This policy applies to the whole school including the whole of the Early Years Foundation Stage.

1 Statement of Commitment

- 1.1 This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language ("EAL") and for raising the achievements of EAL pupils who are at risk from under-achievement.
- 1.2 The School will identify individual pupils' needs, recognise the skills they bring to school, and ensure equality of access to the curriculum.
- 1.3 We recognise that EAL pupils are in a position of learning a language (English) as a language other than their mother tongue. They are also in the position of being taught other subjects through a language which is not their mother tongue.
- 1.4 For children in the EYFS, we ensure that they have sufficient opportunities to learn and reach a good standard in English Language, ensuring that they are ready to benefit from the opportunities available to them when they begin Year 1.

2 Context of the School

- 2.1 We have an EAL register which indicates (where known) for each pupil his/her class, their first language, the nationality of his/her parents and the languages spoken at home. The register is stored on the school network and a copy is attached to this policy in the Staff Room and stored on the shared drive.
- 2.2 Where helpful we will meet with parents to clarify which languages are spoken by whom in the family.
- 2.3 The School recognises that most EAL pupils do not have Special Educational Needs and/or Disabilities ("SEND"). However, should SEND needs be identified, EAL pupils will have equal access to the school's arrangements for SEND pupils.
- 2.4 We also have a provision list for SEND pupils which includes those EAL pupils who are also SEND pupils and/or are provided with additional support outside of the mainstream classroom.

3 Arrival in the School and Identification of Needs

- 3.1 We monitor all new arrivals' EAL needs and languages.

4 Pastoral

- 4.1 We will provide a welcoming admission process.
- 4.2 We will seek to understand and value pupils' prior linguistic and cultural experience. We will, where appropriate, take reasonable steps to provide opportunities for children to develop and use their home language in play and in learning, supporting their language development at home.
- 4.3 Parents may visit the school and talk to the pupils about their cultures and festivals.
- 4.4 Other children in the school with the same cultural background (particularly if they are older) may help the EAL children.
- 4.5 We are committed to providing a welcoming environment in which EAL pupils feel confident and can contribute.
- 4.6 We will do what we can to support parents whose English is not their mother tongue.

5 Staff Training

5.1 Staff training will periodically include specific focus on the inclusion and particular challenges for EAL pupils. The last whole staff training on the subject of EAL took place in April 2018. This took the form of a whole day's training delivered by EAL specialists from Bournemouth LEA. A copy of the presentation is available on the Shared Drive.

6 Teaching and Learning

6.1 EAL pupils are entitled to full access to the curriculum.

6.2 Planning and Differentiation: Plans will identify the language demands of the curriculum and provide differentiated learning opportunities matched to the needs of our EAL pupils. The following are examples of the ways in which the needs of EAL pupils can be met:

- Recognition of the role played by the mother tongue or other languages spoken at home in the development of English (for example, the absence of a plural number or a definite tense structure in the home language);
- An understanding of the functions of the language required to make progress (e.g. description, comparison, classification, ranking, etc.)
- Identification and teaching of the vocabulary required to make progress. Is it everyday, specialised, or technical vocabulary? The specialised vocabulary is the hardest for EAL pupils.
- Enhanced opportunities for speaking and listening.
- Providing effective models of spoken and written language.
- Properly adjusting the tasks to recognise their circumstances and to meet their needs in English.

6.3 In some lessons a support teacher is the catalyst for such activities, but where no additional adult is available, the class teacher's planning helps by incorporating other ways of giving support, such as identifying subject-specific vocabulary, clearly written and pronounced.

7 Assessment and Target-setting

7.1 The Headteacher, Class Teachers, Subject Co-ordinators and (in the nursery) Key Workers will monitor assessment data for relevant information on EAL needs, support, achievement and progress across the curriculum.

7.2 Where appropriate, the linguistic development of EAL pupils will be tracked to enable further planning and target-setting to take place.

7.3 When assessing communication, language and literacy skills, we assess children's skills in English.

7.4 If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

8 School Development and Review

8.1 The Headteacher reports to the Board annually, outlining the attainment of ethnic/EAL pupils relative to other pupils.

Signed:

Date: