



# Lancing College Preparatory School at Worthing (including the EYFS)

## Policy for English as an Additional Language (EAL)

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

### Introduction/Mission statement

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

### Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

### Context of school

At our school there are currently three pupils for whom English is not their first language. In addition there are two pupils who speak another language at home.

In the Nursery there is one EAL pupil.

### Working with EAL children in the Early Years Foundation Stage

In the EYFS learning opportunities are planned to help children to develop their English, and support is provided to help them to take part in other activities by, for example:

- Building on their experiences of language at home and in the wider community by providing a range of opportunities to use their home language(s), so that their developing use of English and other languages support one another;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Ensuring that all children have opportunities to recognise and show respect for each child's home language:

- Providing a variety of reading/writing in the children's home languages as well as English, including books, notices and labels;
- Providing opportunities for children to hear their home languages as well as English, for example through use of video materials.

### **Other Support provided in the EYFS**

Before a child commences at Nursery we offer Home Visits which help us to begin to form a relationship between parents, nursery staff and the child, and starts the process of sharing information. We ask parents of EAL/Bilingual children to provide a list of key words and phrases or translations of these to assist the child's transition into Nursery. We invite parents to share their home language and cultural background with staff and children within the nursery through visits and the participation in activities.

### **Key Principles of additional language acquisition**

EAL pupils are entitled to our full programmes of study at an appropriate level, and all their teachers have a responsibility for teaching English as well as other subject content. Occasionally, those who join us late study extra English instead of Latin.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity. Therefore, the home languages of all pupils and staff are recognised and valued. Pupils are encouraged to use their home languages in the school environment where appropriate.

Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require ongoing support.

Language develops best when used in purposeful contexts across the curriculum.

The language demands of learning tasks need to be identified and included in planning.

Teaching and support staff play a crucial role in modelling uses of the English language, for example explaining idioms.

Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

A clear distinction is made between EAL and Special Educational Needs.

## **Planning, Monitoring and Evaluation**

Planning for EAL pupils will be incorporated into the curriculum.

Staff teaching EAL pupils regularly observe and assess information about the pupils' developing use of language.

When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

## **Teaching Strategies**

Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.

Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.

Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.

Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.

Additional verbal support is provided, eg repetition, modelling, peer support.

Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

Discussion is provided before, during and after reading and writing activities.

Scaffolding is provided for language and learning, eg talk frames, writing frames, personalised dictionaries

## **Materials**

Our school provides appropriate materials such as dictionaries and key word lists. Videos, maps and story props also provide support.

## **Special Educational Needs and Gifted and Talented Pupils**

Most EAL pupils needing additional support do not have SEN.

Should SEN be identified, EAL pupils have equal access to school's SEN provision.

If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

### **Other Support**

Providing a welcoming induction process for newly arrived pupils and their families/carers. This includes visits to the school before entry, introduction to a 'buddy' to befriend new pupils, introduction to the form teacher and an assessment of the needs of the child in practical terms.

Using plain English and interpreters, where appropriate and available, to ensure good spoken and written communication. Currently we have French, Italian and German speaking members of staff who can support and offer advice.

Helping parents understand how they can support their children at home, especially by continuing the development of their first language alongside the development of English. On a day to day basis this role is undertaken by the form tutor but any member of the SMT may also be involved as and when required.

This policy to be reviewed annually by SMT

Date: September 2016

Reviewed August 2017

Next review due: August 2018