

English as an Additional Language Policy

Introduction

In our school the teaching and learning, achievements, attitudes and well being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Currently we have no children who have English as an additional language. However, we can accommodate children with EAL and we would make arrangements as required.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and objectives

It is our aim for all children to access a number of areas of learning and give them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help 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.

Teaching and learning style

In our school, teachers take action to help children who are learning English as an additional language through developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;

The Old School Henstead

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

We ensure access to the curriculum and to assess by:

- differentiating using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries, translators and readers;
- using the home or first language where appropriate.

Curriculum access

We value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. Children with EAL would not usually produce separate work (though they may sometimes if appropriate as it can be with any child).

We would not usually withdraw children from lessons to receive EAL support. The class teacher, SENCO and/or classroom assistant would support the individual child. A 'buddy' system with another pupil might also be used in our approach to provide support where necessary.

In our school we help children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of 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;
- providing bilingual support to extend vocabulary;
- providing a variety of writing in the children's home language as well as in English;
- providing opportunities for children to hear their home languages as well as English.

Assessment

It may be necessary to assess children with EAL in different ways to other children. This would be specific to each child's needs and the purpose of the assessment.

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