

Folly Hill Infant School



POLICY on CHILDREN with ENGLISH as an ADDITIONAL LANGUAGE or BILINGUAL LEARNERS

SEN suite

Signed Chair of Governors

Signed Head teacher

Date: Spring 2019

Review date: Spring 2021

Introduction

The term EAL is used when referring to pupils whose main language at home is a Language other than English or they are bi-lingual.

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

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.
- To ensure that families of EAL pupils are supported and welcomed into the school community.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- 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.

Strategies

School/class ethos

- Recognise the child's mother tongue; boost the child's self-esteem.
Remember, the pupil has the potential to become a bi-lingual adult.
- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

- Identify the pupil's strengths.
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.

Learning and Teaching

- Assess the pupil's competence in English in relation to the EYFS profile/NC standards and expectations as soon as possible.
- Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give you more than one-word answers.
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their mother tongue to explore concepts.
- 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.
- Assess spelling, reading and writing ability in mother tongue.

Responsibilities

School secretary

To obtain, collate and distribute information on new pupils with EAL. This includes:

- Language(s) spoken at home.
- Details of curriculum at previous school.

Head

To ensure that:

- All involved in teaching EAL learners liaise regularly.
- Parents and staff are aware of the school's policy on pupils with EAL.
- Relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing EAL learners is available to staff.
- Challenging targets for pupils learning EAL are set and met.
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.
- Work with other schools to share resources, work with families and ensure smooth transition.

SENDCO-- if special educational needs or disability is an issue

- Although being an EAL learner is not in itself a special educational need, learners with EAL may themselves have additional educational needs.
- Oversee initial assessment of pupils' standard of English.
- Give guidance and support in using the assessment to set targets and plan appropriate work.
- Provide advice to teachers and support staff on classroom strategies.
- Monitor standards of teaching and learning of pupils with EAL.
- Liaise with REMA.
- Liaise with parents/guardians.
- Support the pupils' language development in class and with access to additional support if recommended.
- Report to the governors on the effectiveness of the above and the progress of pupils.

Class/subject teacher

- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping.