

## **ENGLISH AS AN ADDITIONAL LANGUAGE (Whole School Policy including EYFS)**

### **AIMS**

At The Manor, we believe that all children should have access to inclusive, good quality education, irrespective of their knowledge and acquisition of the English language. We believe that all EAL pupils are entitled to extra support, where necessary, to access the School's full curriculum until they become significantly competent in English. We develop EAL pupils' English Language skills through a variety of strategies and in a number of settings. Overall our EAL support endeavours to ensure all pupils are challenged and cherished so that they achieve their full potential.

### **CONTEXT OF THE SCHOOL**

The school has a small proportion of pupils for whom English is an additional language. (In January 2011, for example, there were 10 pupils for whom English is not their first language).

### **KEY PRINCIPLES**

- Initially we assess a child's skills and abilities to ensure the correct level of provision is provided. We also make sure we have a good picture of communication and language in his or her home language and English outside of the setting. However, we allow the child time to settle into their surroundings.
- Following this, a unique plan for EAL support can be drawn up with adequate support and differentiation. In the Early Years "Identifying Children who are Learning English As An Additional Language (EAL) and who may also have learning Difficulties and/or Disabilities (LDD)" is used to help the planning process.
- We understand that nationally children learning EAL struggle in relation to their peers; we therefore understand the importance of providing for those with additional needs.
- Whilst encouraging the use of English, The Manor understands that home languages are extremely important and it is vital not to deny children the opportunity to express themselves and to learn through their home language. Particularly if the language is the only language spoken by other family members, to deny this could result in the harming of certain family relationships.
- Pupils are given 'time out' from English and space to think their own thoughts.
- We understand opportunities to play outside are shown to be beneficial to children learning English as an additional language. It has been shown that

children tend to be less inhibited during outdoor play, as opposed to indoor play. Therefore, we aim to provide wide opportunities for outdoor play.

- All staff must take account of the fact that some children will understand considerably more language than they use.
- They must recognise that some children may be shy and reserved but have more receptive and expressive language than they are using.
- Staff think about the language skills that are involved in the activities they are providing and ensure that all children can access them. Teachers consider strategies such as using seating plans placing those with EAL support next to strong language peer models.

## **TEACHING METHODS**

We are committed to providing children with limited English every opportunity to learn the language, by offering them a suitably differentiated curriculum with many daily opportunities to develop their understanding, speech and written skills. We arrange for teachers with EAL training to teach particular EAL lessons for those children who need it; this may include the EAL teacher advising other teachers/teaching assistants on how best to help the pupil.

Support is provided through offering withdrawn sessions and in-class support or a combination. Furthermore, an English as an Additional Language teacher can also attend The Manor each week to give lessons to those identified pupils, if and when the need arises. This teacher works closely with The Learning Support Department, relevant teachers and the pupil's parents. This is an additional cost borne by the parents.

## **OBSERVATION, PLANNING AND EVALUATION**

Staff regularly observe, assess and record information about pupils' progress in English. This aims to ensure children are adequately challenged and provided for.

## **SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS**

The Manor recognises that pupils requiring EAL support may also have SEN needs. These should be identified during assessment and provided for.

Equally, despite English not being their first language, these pupils may be gifted or talented. It is important to also recognise these skills and abilities to ensure all pupils are stretched and provided for adequately.

## HEALTH AND SAFETY

Whilst children are still learning English they may face a higher risk of dangers. Pupils must be kept safe when they may not understand your verbal instructions.

## LINKS WITH PARENTS

Parents are key in the education of children and must also be supported and informed of the progress of the children. The Manor uses appropriate communication methods with parents.

## COLLECTION AND RECORDING OF DATA

On entry into the school, The Manor obtains information regarding languages spoken at home. Every child's first language is recorded on the school database. From September 2009 the school has sought to obtain and record information regarding additional languages spoken at home.

## SUPPORT SERVICES AND USEFUL NUMBERS

### Early Years:

Gabriella Ramirez: [Gabriella.Ramirez@oxfordshire.gov.uk](mailto:Gabriella.Ramirez@oxfordshire.gov.uk)  
07901331774

## KEY RESOURCES

Primary National Strategy: Supporting children learning English as an additional language (DCSF 2007) <http://nationalstrategies.standards.dcsf.gov.uk/node/84572>

Identifying Children who are Learning English As An Additional Language (EAL) and who may also have learning Difficulties and/or Disabilities (LDD) (Guidance for Early Years Foundation Stage Practitioners on Assessing and Supporting Young Children).

Three copies available to read in school.

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Date Policy Reviewed:	January 2011
Date of Next Review:	January 2012
Person(s) Responsible for Review:	SLT
Signature of Review(s)	