

E.A.L POLICY

English as an Additional Language

Version	2 (Version 1 March 2013)	3	4		
Policy reviewed on	November 2015	November 2016	April 2018		
Policy Written by	Mrs Follett (Headmistress)	Mrs Follett	Mrs Walker (Deputy Head)		
Policy seen by Governor on (date / signature)					
Policy Review Date	November 2016	November 2017			

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



E.A.L Policy

Introduction

In Branwood Prep School the teaching and learning, achievements, attitudes and well-being of all the children is of the utmost importance. All children are encouraged to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs. The term EAL is used when referring to pupils whose main language at home is a language other than English. This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils from when they enter KG1 to when they leave at the end of Form 6

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 communication skills in English. At Branwood Prep, all pupils for whom English is an additional language have access to the full curriculum and the full range of co-curricular activities on the same basis as all other pupils.

Being a speaker of more than one language is of no disadvantage to educational achievement; indeed, multilingualism is associated with success. Branwood recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Our Aims and Objectives

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in Branwood. The aim of this policy is therefore to help to ensure that we meet all the 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.

At Branwood we aim:

- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- To welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To identify and make maximum use of the opportunities for modelling fluent English.
- To encourage and enable parental support in improving children's attainment.

Our Strategies

All rooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

We recognise the child's mother tongue and boost the child's self-esteem.

We identify the child's strengths and acknowledge the time it takes to become fluent in an additional language, giving extra support where needed.

Teaching and Learning

For the majority of their time at Branwood, our EAL pupils will be integrated in all the same classes as our native speaking English pupils. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English.

During lessons teachers will:

- Show differentiated work in their planning.
- Have high expectation, expect pupils to contribute and give more than single word answers.
- EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- Recognise that EAL pupils need more time to process answers. Allow children to use their mother tongue to explore concepts.
- Give newly arrived children time to absorb English.
- Use groups to ensure that EAL children hear good models of English.
- Use collaborative group activities.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.
- Initiate ECAT in EYFS.
- Working with parents to ensure that they are fully developing and utilising a wider vocabulary, expression etc within their own mother tongue is the best way to extend and develop the English language.
- Ensuring that vocabulary work covers the technical as well as the everyday meanings.
- Covering not just key words, but also metaphors and idioms.
- Explaining how spoken and written English have different usages for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Giving the children appropriate opportunities for talking, and using talking to support writing
- Providing specialised courses in phonics, reading and spelling as necessary
- Ensuring their access to the curriculum and to assessment by:

- Using texts and materials that suit their ages and learning stages

- Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses
- Using the home or first language where possible

Resources

- Dual language books
- Multi-lingual signs and posters
- Displays of languages
- Language tapes of stories, poems, songs
- IT programmes

Staffing

Pupils who require additional English support are referred to SENCO who organises a special programme for each pupil, in consultation with their form teacher. The number of lessons offered a week varies for each individual, depending on the need.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL children needing additional support do not have SEN needs. However, should SEN needs be identified; EAL children will have equal access to the school's SEN provision. Equally if EAL pupils are deemed Gifted and/or Talented, they will have the same opportunities as any other Gifted or Talented pupil within the school.

Equal Opportunities

We will provide equal opportunities to all our children, regardless of gender, race, or disability. For more information about equal opportunities, please refer to our Equal Opportunities Policy. It is vital that every member of the School community is valued and that the teaching that each child receives should respect and support the child in every way possible.

Version	Date of Review	Reviewer	Changes made
2	January 2015	Mrs Follett	Change to the lay out of the policy. Inclusion of more detailed information including Admissions and Monitoring.
3	November 2016	Mrs Follett	No changes.
4	April 2018	Mrs Walker	Policy rewritten.