



English as an Additional language (EAL) Policy For the whole school including the EYFS

This policy is written with due regard to the Equality Act 2010

Introduction

Many children who attend Garden House are bilingual and/or have English as an additional language. Most children have a parent or nanny at home who is a fluent English speaker. We feel that this is essential so that a child can be supported at home – this is always suggested at interview. Parents have chosen Garden House because they want a curriculum which is delivered in English and therefore as a school we encourage language support at home to enhance learning at school. All children speak some English on entry into the school and will reach a good standard in the English Language during their time at Garden House.

Aims

The aims of this policy are to enable pupils who are learning to use English as an Additional Language to have full access to the National Curriculum, together with providing equality of opportunity, in order that each learner will fulfil their academic and educational potential.

To achieve these aims Garden House will:

- Assign a member of the Learning Enrichment and Development team to update and maintain details of EAL children in the school and to liaise with staff to ensure that those children's learning is not being compromised.
- Facilitate the language development of pupils across the curriculum
- Acknowledge the cultural and educational value of pupils' mother tongues.
- Make effective use of pupils' first language in play and learning to support their language development and to give them access to and to help develop conceptual development across the curriculum.
- Reflect the linguistic and cultural diversity of the school in its resources, texts, materials, and displays.
- Develop links between parents of EAL pupils and the school.
- Promote co-operation between class teachers, Learning Enrichment and Development staff and Director of Teaching and Learning in both planning and the diversity of the curriculum.

Objectives

Class Teachers, Teachers' Assistants and SEND teachers will help to develop English language knowledge and skills:

- For social communication.
- For conceptual understanding across the whole range of curriculum contexts.

Statement

It must be understood that learning an additional language is an ongoing process. While social fluency may be acquired quickly, it will take EAL pupils time to gain the skills and understanding to participate fully in an educational system, in-line with mother tongue speakers of English.

Principles

We firmly believe that language learning is most successful, for EAL speakers where:

- It is taught within the context of the mainstream curriculum.
- Oral language is central to all curriculum work.
- Pupils value and make use of the cultural and linguistic diversity within the school community.
- The informed contribution of parents to their children's education is seen as vital to the children's progress.

Support

Class Teachers support the school in identifying the language needs of EAL pupils. They will plan appropriate tasks and activities to meet the child's needs. They will work with targeted pupils, mainly in the classroom, on curriculum-focused tasks.

Much support takes place within the classroom with the help of Classroom Assistants, but the wide distribution of EAL pupils across the school occasionally necessitates the withdrawal of individual pupils or small groups for specific teaching activities with SEND staff.

The Role of the Class Teacher in Supporting EAL Pupils

- Assess the English language performance and progress of EAL pupils.
- Analyse the performance of EAL children in the curriculum.
- Support EAL pupils in gaining access to the curriculum.
- Make the curriculum accessible through the provision of differentiated materials.
- Alert SEND staff if additional support/advice is felt necessary.

Opportunities for Pupils to Utilise their First Language at School

Our modern foreign languages department runs an early morning club for native French and Spanish speakers in the Lower School, providing these children with a chance to engage in fluent conversation and engage with a variety of activities for up to an hour each week.

Teaching staff are aware that an individual EAL child's mature and high-level understanding of his or her first language is of great benefit in his or her learning of English as an Additional Language. All teachers accept that the maintenance of the first language is a powerful tool in developing a child's conceptual learning through the medium of English. All Garden House Staff are considered to be teachers of English as an Additional Language.

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