



# ST HILARY'S SCHOOL

## Policy for English as an Additional Language Including EYFS

### INTRODUCTION

The teaching and learning, achievements, attitudes and wellbeing of all the children is important to St Hilary's School. We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Moto 'Not for oneself but for all.'

All the 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. The policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils in our school. 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. All pupils, for whom English is an additional language, will have access to the full curriculum and the full range of co-curricular activities on the same basis as all other pupils.

### CONTEXT

A few children joining St Hilary's School come from a variety of linguistic backgrounds and educational experiences, as well as having varying amounts of exposure to the English language. Some of these children speak very little English. This can make it hard for them to access the curriculum, and can also affect their social skills and relationships. EAL teaching should enable learners to participate in and gain access across the curriculum by supporting them in the acquisition of English language skills. At the same time this support should ensure that children's self-esteem does not drop while they learn their new language and that they have the chance to achieve their maximum potential.

### AIMS

- To give all pupils the opportunity to overcome any barriers to learning and assessment, resulting from having EAL;
- 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 while respecting their skills in their home language;
- To identify and make maximum use of the opportunities for modelling fluent English;
- To encourage and enable parental support in improving children's attainment.

## **STRATEGIES**

- All classrooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Recognise the child's mother tongue and boost the child's self-esteem;
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language;
- Encourage families to continue to develop their child's first language in order to enlarge vocabulary and other relevant language skills.

## **TEACHING AND LEARNING**

EAL pupils will be integrated in the same class 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;
- Set appropriate and challenging learning objectives, with children's progress being monitored carefully acknowledging that EAL children are as able as any other children;
- Recognise that EAL pupils may need more time to process answers;
- Allow children to use their mother tongue to explore concepts;
- Use groups to ensure that EAL children hear good models of English and 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.

## **STAFF COMMUNICATION**

The staff will:

- Ensure that all families feel included and are able to participate in their child(ren)'s care and learning experiences;
- Keep pupils safe when they may not understand verbal instructions, with particular reference to fire drills and evacuation procedures.

### **SUPPORTING THE NEEDS OF EAL PUPILS**

1:1 support would be made available if required, in liaison with the SENCO, class teacher and parents. Depending on the number of children in the school requiring support, group lessons may be put in place to increase the number of hours of support available, while minimising the financial impact on the parents. These sessions would take place according to the needs of the pupils and would be taken by a specialist EAL teacher.

Any individual or group lessons would take place during the school timetable and be funded by the parents. Progress would be monitored informally and formally, by the EAL Specialist Teacher, SENCO and class teacher.

### **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 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.

### **EAL REGISTER**

Pupils with EAL will be placed on school's EAL Register. Individual progress will be monitored and reviewed each term.

AUTHOR: Headmistress

READ & APPROVED BY: Governors and SLT

Ratified by Governors: Full Board February 2016

READ & SHARED: staff of the school

Reviewed: October 2017

Reviewed by L Thornton and R Bathe-Taylor

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