



St Hilary's School

English as an Additional Language Policy

For EYFS

Children with English as a second language will be welcomed into St. Hilary's School. The school will endeavour to integrate the child into the community, whilst acknowledging and accommodating his/her differences.

A child's cultural heritage may affect his/her response to a curriculum delivered in English and his/her understanding of the majority culture.

Initially, an assessment of child will take place under the EYFS curriculum with reference to Every Child Matters. This will also form part of the 2 year old check for the youngest children. This enables us to provide an initial benchmark and organise provision as well as setting relevant targets for the future.

Interventions will be put into place in the context of the classroom to help develop their learning and language skills. It is important to note that a child may be very quiet at first as he/she absorbs the language and settles into the environment. It is quite usual for a child to refuse to try to speak to adults initially. He/she will be more prepared to try to talk to his/her peers. It should be noted that EAL children might begin to learn social English very quickly but it takes much longer to acquire sufficient English to follow in class and during activities.

Depending on need, the following strategies can be employed to help further this aim.

- The extra concentration needed may be tiring at first and he/she may need 'time out'. Looking at a book in English with pictures, a book in the mother tongue or doing a suitable computer programme may be helpful for this.
- The focus should be in understanding the main objective of each lesson and learning the key vocabulary. H/she will need extra help to follow the meaning eg. by using pictures or gestures.
- An able 'buddy' who is a good role model for English would make an ideal guide in the early stages.
- Prior notice to parents is given where possible before a specific activity so vocabulary can be introduced.
- Parents should be used to explain new concepts and vocabulary in the mother tongue to help the child understand.
- Activities could include labelling around the classroom or pictures, to develop basic vocabulary.
- Use books with illustrations which explain the texts to support learning.
- Create a social story book for each child and use during lessons.



It is important to note that where a child has a first language other than English, the SEND Code of Practice 2014 states, ‘Schools should look carefully at all aspects of s child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN’.

The EYFS curriculum provides consistent assessment of the unique child and provision will be constantly monitored and reviewed as the child develops.

It is necessary to take care when assessing the behaviour, emotional and social responses of children from a different ethnic background or country because interpretations of behaviour can differ significantly from one culture to another.

The circumstance of these children may require specialist intervention and referral to those with appropriate expertise would be recommended. This would provide further advice and support for the school and the child.

Reviewed August 2015