



St Hilary's School

English as an Additional Language Policy Includes 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.

As the Code of Practice states 'It is necessary to consider the child/young person within the context of their home, culture and community.' 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 the EAL development stages for Speaking and Listening, Reading and Writing will be undertaken. This will take the form of a check list.

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 lessons.

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, gestures or using a dictionary.
- Written work will need to be modelled.
- An able 'buddy' who is a good role model for English would make an ideal guide in the early stages.
- Subject specific vocabulary should be introduced prior to the lesson.
- Parents should be used to explain new concepts and vocabulary in the mother tongue to help the child understand.
- In spelling, the meaning of the word is as important as the letter pattern.
- Activities could include labelling around the classroom or pictures, to develop basic vocabulary.
- Use books with illustrations which explain the texts to support learning.



It is important to note that where a child has a first language other than English, the Code of Practice states, ‘Lack of competence in English must not be equated with learning difficulties as understood in this code. At the same time, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason: they may have learning difficulties.’

The results of standardised tests with children with a first language other than English should be treated with caution and can only give guidance within a framework of:

- An assessment of the child’s background
- A first language assessment
- A comparison between responses in the child’s first language and English
- Low rates of first language development
- Low rates of development for culturally familiar knowledge
- Low levels of performance in comparison to children with similar linguistic and cultural backgrounds

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 March 2013