



Brookland School

Policy for Children Learning English as an Additional Language (EAL)

This policy applies to all pupils in school:

This policy takes account of the following documents and guidance:-

- The Independent School Standards Regulations (The Education (Independent School Standards) (England) Regulations 2019
- The Independent School Standards Regulatory and Enforcement Action Policy 2019

Part 1 Paragraph 37

Part 1 Quality of Education Provided Regulation 2, 31

Part 2 Spiritual, Moral, Social and Cultural Development of Pupils Regulation 5

Part 6 Provision of Information 3b

- Special Educational Needs and Disability Act (SENDA) 2001
 - Special Educational Needs – A Guide for Parent/Carers
 - Draft SEN Code of Practice (2014)
 - “Every Child Matters”
 - Statutory Framework for the Early Years Foundation Stage 2012
 - Primary National Strategy Excellence and Enjoyment: Learning and Teaching for Bilingual Children in the Primary Years DfE
 - National Association for Language Development in the Curriculum (NALDIC) (website assessed January 2014)
- The Equality Act 2010

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following:

- Behaviour and Discipline
- Anti Bullying
- Disability
- The Accessibility Plan
- Admissions
- Assessment/Reporting and Recording
- Equal Opportunities
- Partnership with Parent/carers
- Safeguarding Children
- Children with Special Educational Needs, Learning Difficulties, or Disabilities and Inclusion
- Spiritual, Moral, Social and Cultural Development

1. INTRODUCTION

We are committed to providing children with limited, or no English, every opportunity to learn the language, by offering a suitably differentiated curriculum with many daily opportunities to develop understanding, speech and written skills. We acknowledge that bilingualism confers intellectual advantages and that the role of the first language in the child’s learning is of great importance.



2. AIMS

1. to give pupils learning EAL access to the whole curriculum;
2. to provide pupils learning EAL opportunities to hear and read good English and extend their knowledge and use of English;
3. to provide additional in-class and withdrawal support for these pupils if necessary;
4. to develop an understanding and respect of pupils' home languages;
5. to use additional visual, and audio resources where appropriate as well as artefacts to support and enhance the learning experience;
6. to regularly assess pupils learning EAL to establish their needs and progress.

3. TEACHING AND LEARNING

All teachers will carefully plan differentiated activities to take account of all of the needs and abilities of pupils learning EAL. Appropriate targets are also set for each pupil to help them make progress and to challenge their learning. These are carefully monitored to ensure the pupils are making the progress they should. Once a pupil learning EAL has been identified as needing additional support in addition to that provided in the classroom the Lead Teacher **MUST** be informed. The Lead Teacher will then discuss with the appropriate class teacher how this support will be provided.

Teachers will ensure that:-

- classroom activities have clear learning objectives and that appropriate materials and adult support are used to enable pupils learning EAL to fully participate in lessons.
- key language in each curriculum area e.g. key vocabulary to be taught and used within lessons is identified in planning and different forms of text are used.
- enhanced opportunities are provided for speaking and listening.
- pupils have access to effective staff and peer models of spoken language.
- additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration.
- additional verbal support is provided, e.g. repetition, modelling and peer support;
- use is made of collaborative activities which involve purposeful talk and which encourage and support active participation.
- discussion is provided before, during and after reading and writing activities.
- scaffolding is provided for language and learning e.g. talking frames and writing frames.
- assessment guides all planning and teaching.
- children do not feel under pressure to speak until they feel confident.
- adults and children will respond positively and encouragingly to children's non-verbal communication. Any attempt to join in will be sensitively encouraged and praised.



All children will be encouraged to learn and reach a good standard in the English Language through modelling, careful enunciation of words and phrases and repetition. Members of staff will 'self-talk' through activities with which they are engaged, so that they are giving children a commentary on their actions or they may 'parallel talk' where they provide a commentary on what the child is doing.

Specific skills will be taught through scaffolding and modelling and planned interventions following observation to assess need. The inclusive ethos of the school promotes a celebration of differences and ensures that all families feel included and are able to participate in their children's care and learning experiences.

Opportunities for children to develop and use their home language in play and learning will be available such as listening to songs or stories recorded in their home language or allowing children who share the same first language to share that language together. The children will be given lots of opportunities to play outside as most children tend to feel less inhibited in their language use in an outdoor environment.

Language development at home will be supported by building strong links with families and encouraging the children to talk about familiar experiences and create albums about themselves and their families.

5. PARTNERSHIP WITH PARENT/CARERS

We will:

- welcome all new children and their parent/carers into school;
- use plain English and translators and interpreters, where appropriate, to quickly establish good communication links identify the linguistic, cultural and religious backgrounds of the pupils and establish contact with the wider community where appropriate;
- recognise and encourage the use of the first language;
- help parent/carers understand how they can help their children at home.
- build on children's cultural and linguistic experiences by encouraging them to talk about writing done at home and by forging close links with families to understand the ways they support their children with writing at home.

6. EQUAL OPPORTUNITIES

The work covered and tasks set will be of an appropriate level for all children within all classes and they will be presented without prejudice, whatever the age, ability, sex or ethnic origin of the pupils.

This policy was created August 2020

Reviewed: August 23

Signed: James Docherty Head of Education and

Lead Teacher – Jonathan Broadbent

Next Review Date: August 2024 or as required