

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Definition

At Gayhurst School children for whom English is an additional language (EAL) are those pupils who may use one or more language other than English in their everyday lives, in particular their family lives.

There are four types of EAL pupils:

- Pupils who were born outside the UK and whose first language is not English
- Pupils who were born in the UK but whose parents do not speak English at home
- Pupils who were born in the UK but whose parents speak limited English at home
- Pupils who were born in the UK who use other languages with their family or in other areas of their lives.

Aims

Gayhurst School is committed to providing learning support for all pupils whose first language is not English. In the School, we have a small number of children for whom English is an additional language. This information is recorded on each pupil's profile in iSAMS.

The School aims to enable children to become fully fluent in their use of written and spoken English. The objective is to enable children to achieve a fluent capacity in the English language as quickly as possible, so that the child does not feel alienated from what takes place both in class and socially. The School endeavours to assist pupils to progress beyond 'playground' to 'academic' levels of English fluency so that future opportunities are not restricted.

Learning support takes place both within the classroom and if necessary, outside it via a Learning Support Assistant.

Entry to the School

Where there is evidence of language difficulty in the English Entrance Test, this is recorded in the child's details.

Provision for Children in the School

Where a need is identified, support will be provided by the teachers within the classroom setting. An individualised curriculum may be put in place, if this is considered necessary. In addition, one-to-one sessions with the learning support teacher may be arranged where this is considered to be the best way to support the child.

EAL children are then grouped according to their level of need:

1. Independent EAL learners - children whose first language (L1) is a language other than English who are sufficiently fluent in English that it is not a barrier to learning.
2. Support EAL learners - children for whom English is not their first language and who need some support because they are EAL children, in order to reach their academic potential; vocabulary potential/grammar support/differentiation.
3. Profound EAL learners - children for whom English is not their language and whose academic progress will be severely hampered by a lack of fluency in English; limited vocabulary/grammar/confidence.

Individual Education Plans are written for Profound EAL learners. This document details their area of difficulty with English and offers personalised strategies and recommendations for supporting a pupil across the curriculum. In the case of Profound EAL learners, parents will be contacted and recommended to arrange private EAL tuition for as long as deemed necessary.

Key Principles for Additional Language Acquisition

- Teachers have a crucial role in modelling uses of language
- The focus and use of additional support from Teaching Assistant is best seen as an integral part of curriculum and lesson planning.
- All children have entitlement to the School's full curriculum
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of children's home languages and to build their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally important.

Provision in the Classroom

In Early Years, we provide opportunities for pupils to develop their English, and we provide support to help them take part in activities. The EYFS helps children learning English as an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.
- Providing bilingual support to extend vocabulary in collaboration with parents and pupils.

At Gayhurst School we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.

Children with EAL do not generally produce separate work (though they may sometimes if appropriate as it can be with any child). We do not generally withdraw children from lessons to receive EAL support. Class teachers and teaching assistants support children within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class. However, some withdrawal support for EAL may take place at times.

We provide learning opportunities that enable all children to make good progress. At Gayhurst, staff will use some of the following strategies to ensure that all children including EAL have access to the curriculum:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models for speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual children, texts, key work list.
- Writing frames.
- Opportunity for role play.
- Children receive regular feedback from staff.
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts.
- Discussion is provided before and during reading and writing activities.

General Strategies for maximising children's uptake of language

- Seat 'profound' EAL learners at the front of the class, next to an individual with good language skills.
- Provide key vocabulary and phrases before a topic is taught.
- Write key words on the board and practise oral repetition.
- Encourage EAL students to speak in class, asking closed questions at first and giving extra time to formulate responses.
- Build in paired activities or small group work to support the pupils before they feel ready to speak independently.
- Use close activities to lead from reading into writing
- Provide a writing frame, word banks and sentence banks for extended written tasks with prompts and suggestions.
- Identify the key vocabulary and language structures of the activity.
- Provide visual support such as pictures, videos, computer programmes, etc. to help comprehension.

EAL children may receive mentoring from older children who share the same first language as the EAL child, where this is deemed appropriate.

Special Educational Needs and Gifted and Talented Pupils

The School recognises that most EAL pupils needing additional support do not have SEND needs. However, should SEND needs be identified during assessment, EAL pupils will have equal access to school's SEND provision. Similarly, the School recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Roles and Responsibilities

All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers and for communicating school's expectations for Speaking and Listening.

Staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Subject Teachers with concerns should raise them with the Form Teacher.
- Form Teachers should raise concerns with the Head of Middle/Senior School and appropriate strategies should be discussed and put in place.

- Head of Junior/ Middle/Senior School should discuss progress of all EAL children with Form Teachers, Year Groups and update SMT every term.
- Head Junior School to inform SEND/EAL coordinator as necessary.

Assessment for learning

It is important to be clear about the purpose of assessment, summative, formative or diagnostic. It may be necessary to assess children with EAL in different ways to other children. This would be specific to each child's needs and the purpose of the assessment. There may be different levels of attainment between speaking and listening, reading and writing.