



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Policy area

Staff, Students

Statutory regulation

Equality Act 2010

SLT Lead

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Last Updated

April 2024

Last Approved

May 2024 (Education Committee)

Next review

November 2027

The King Alfred School English as an Additional Language (EAL) Policy

English as an Additional Language (EAL) refers to children who do not speak English as their first language).

1. INTRODUCTION

At The King Alfred School (KAS), we believe all pupils including those in the EYFS need to feel safe, valued and respected in order to learn. For children learning English as an additional language, we appreciate language is central to identity, so home languages are recognised and valued.

Children come from a variety of backgrounds and have a valuable contribution to make to our school. We recognise bilingualism as a strength and actively encourage positive responses to this; negative stereotyping is avoided at all times.

2. AIMS

The aims of this policy are:

- To ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- 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.
- To encourage and enable parental support in improving children's attainment.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (E.g. during themed cultural days).

3. KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION

We aim to make our classroom environment as inclusive as possible. We know children who are literate in their first language can make rapid progress in English as they will be able to transfer many of their first language skills across to English. We also realise pupils may acquire the ability to communicate on a day to day basis in English quite quickly, but the level of language needed to fully access the curriculum is much deeper and more detailed, so children's understanding needs to be carefully monitored as they go through the school.

Pupils are encouraged to maintain their home language and use it in the school environment where possible, as we recognise language is central to identity and must be valued. Language develops best when used in purposeful context across the curriculum. The knowledge and skills developed in learning the first language aid the

acquisition of additional languages. Teachers are responsible for monitoring the progress of the pupils they teach and for ensuring that children for whom English is an additional language are not disadvantaged.

Many concepts and skills depend on a rich language acquisition and benefit from a well-developed home language. Literacy in a home language enhances subsequent acquisition of EAL. We recognise English should not replace the home language but a sound grasp of English language is clearly essential for full understanding of the curriculum at school.

While a clear distinction is made between EAL and Special Educational needs, care is also taken to identify those children for whom English is an additional language who also have SEN.

4. TEACHING STRATEGIES

In our school, teachers support children who are learning English as an additional language by:

- Providing practical 'hands on' activities and games where spoken language is encouraged.
- Providing visual aids to illustrate concepts, identifying appropriate materials and resources to enable all pupils to participate in lessons.
- Ensuring there are effective opportunities for talk, and that talk is used to support writing.
- Planning purposeful contexts across the curriculum (which is the most natural and effective way for language to develop).
- Recognising that learning moves from the concrete to the abstract and arranging practical activities to develop children's understanding.
- Planning differentiated opportunities matched to the individual needs of EAL pupils and learning opportunities to develop children's understanding.
- Identifying opportunities for collaborative activities that involve purposeful talk and encourage active participation, to support writing as well as drama and role play to support learning.
- Providing a range of opportunities for children to be involved in speaking and listening activities with their peers and adults.
- Including books in other languages in the book corners.
- Providing books with repetitive language structures, illustration, pictures, objects and words together to support understanding.
- Enhancing language development through stories and rhymes and a variety of resources such as story sacks and puppets.
- Giving additional verbal support through repetition, modelling, and peer support
- Providing additional visual back-up - posters, pictures and objects - and giving the time to rehearse new language through cooking and other practical sessions.
- Providing a wide range of opportunities to learn with other children through talk, explanation, play and other activities.
- Using Circle Time as a forum where children can take risks with their language in a safe, supportive environment.
- Encouraging parents to develop language at home and to read in children's home language and English.
- By observing the children closely as they work individually, in pairs or in groups and in whole class contexts, and noting areas of concern for follow-up.

Where necessary children who are learning English as an additional language work in small groups which increases opportunities for modelling language structures and for conversations between adults and children. This usually takes place within classrooms, and may be supported by deployment of an additional member of staff. Occasionally EAL children may be withdrawn to work with a teacher or specialist language therapist.

At King Alfred, any child with EAL who joins the School from Reception to Y13 will complete a short screener which will identify levels of need. This informs where support is needed on a 1:1 or group basis. This support is delivered by a dedicated member of staff in addition to the general provision noted above. Ongoing teacher assessment and screening is used to inform changes in provision.

5. SPECIAL EDUCATIONAL NEEDS

As with all children, those for whom English is an additional language may have special educational needs. If classroom immersion is insufficient, additional support for language development is arranged. Unless it is clear a child has SEN, children will not be assessed as having SEN until they have been in an English-speaking environment for an appropriate period of time. Teachers keep observations of pupils as they work and note areas of concern. We recognise that good practice in terms of EAL support will benefit all pupils including those with SEN.

6. GIFTED AND TALENTED PUPILS WITH EAL

We recognise that some pupils who are learning English as an additional language may be gifted or talented in specific areas. During parent conferences we take care to ensure parents are asked about their child's strengths and talents in order to alert us to abilities that may be masked by the difficulties of learning in another language.

7. PARENTS

We encourage parental involvement by providing a welcoming introduction for newly arrived pupils and helping parents understand how they can support their children at home, encouraging the continuing development of their first language as well as English.