

Chiswick & Bedford Park Preparatory School

English as an Additional Language Policy

Introduction

We are proud to be a non-selective school where all our children, including those with English as an Additional Language are provided with a safe and positive environment in which to learn. We strive to be accessible to all children; however, all lessons (and all other communication) are given in English throughout the school. Children in this school come, in the majority, from professional families who are supportive of their children and are able to speak fluent English, even if it is not their first language and they choose to speak in their own language at home.

Definition

The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English.

Aims

For those children who speak English as an Additional Language we aim to provide them with an education that acknowledges diversity of ethnicity, culture and faith, ensuring that all EAL children are able to use English confidently and competently as a means of learning across the curriculum, and where appropriate, make use of their knowledge of other languages.

We also aim to ensure that our EAL provision does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Further, that the curriculum provides an effective preparation for the opportunities, responsibilities and experiences of life in British society.

We aim not to discriminate against pupils contrary to the Equality Act 2010.

In order to fulfil these aims, we:

- Identify and assess children with EAL as early as possible;
- Include all EAL children whenever practicable, in all school activities with pupils who do not have EAL;
- Follow the Early Years Foundation Stage or National Curriculum using appropriate differentiated approaches to the attainment targets and 11+ entry requirements;
- Monitor and keep records of all children's progress;
- Maintain and regularly update a register of all children with EAL;
- Allocate additional resources where possible and appropriate;
- Advise on and take advantage of outside support services and agencies available to pupils with EAL; and
- Encourage close links between home and school so that reinforcement will maximise the child's progress and a positive and constructive relationship with parents is developed



Identification and Assessment Arrangements:

These will be achieved through:

- Information from previous early years settings and schools prior to entry;
- Any existing reports and external assessments;
- Baseline assessment on entry to school;
- Identification of needs within school, based on observations and assessments;
- Other later assessments and classroom assessments;
- Referral by teacher, parent or other concerned adult of any concerns regarding a pupil's learning or progress;

Teaching and Learning

Teachers help children who are learning English as an additional language to develop their spoken English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for speaking, and that speaking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another; and
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Early Years Foundation Stage

In the Early Years Foundation Stage we plan opportunities for children to engage in Speech and Language activities to develop their English and extend their vocabulary, and we provide support to help them take part in activities. We build on children's experiences of languages at home and the wider community so that they are developing the use of English.

English as an Additional Language, Special Educational Needs and Disabilities and More Able Children:

A child will not be regarded as having a Special Educational Need solely because the language or form of language of the home is different from the language in which he/she is taught. However, it is recognised that such children may need extra support. It is also recognised that a child may demonstrate that they are More Able in certain areas of the curriculum even though they may not be fully fluent in English. Children who have EAL will be monitored when they first arrive at school by their Key Worker/Form Teacher. Children will be given time to adjust to lessons in English and will be given extra support if the need is identified. If an EAL pupil of any age is seen to be struggling with any aspect of school life, appropriate support will be put in place.

Roles and Responsibilities:

A child may have other learning difficulties which are masked by EAL. The SENCo is responsible for the day to day running of English as an Additional Language and Learning



Support provision in the school and for ensuring that all pupils with EAL are known by all who teach them.

References

Race Relations Act 1976 amended 2003

The five principles of 'Every Child Matters' and the Children's Act 2004

Equality Act 2010

