



English as an Additional Language

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Mylnhurst

Preparatory School & Nursery

IAPS Co-Educational Day School : Ages 3-11
**A Catholic Foundation Welcoming Families of All
Faiths**

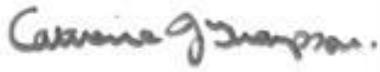


Mission

To maximise the potential of our children through partnership
Within a challenging and supportive Christian community

Vision

A centre of educational excellence preparing children in a
Christian environment for life's opportunities

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| Signed on behalf of the Senior Leadership Team by | Signed on behalf of the Board of Directors by |
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| Kirsty Holland | Catherine Thompson |
| Senior Leadership Team | Chair of Directors |
| Date: 22nd March 2018 | Date: 22nd March 2018 |

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Rationale

All children need to feel safe, accepted and valued in order to learn. For children who are learning English as an additional language, this includes recognising and valuing their home language and background.

At Mylnhurst we are aware that bilingualism is a strength and that EAL children have a valuable contribution to make.

We want all children to be aware of the value we place on the cultures and languages from the country of their families and we encourage all our children to have a positive attitude towards language and cultural diversity.

We recognise that children learning English as an additional language are entitled to the full National Curriculum. We believe that English is best learned through the curriculum and our children are encouraged to play as full a part as possible in class activities from the start.

We acknowledge that whilst using English as an additional language may present a challenge to access the curriculum, it should not be confused with learning difficulties.

Aims

The aims of this policy are:

- To create an environment that meets the needs of each EAL child.
- To ensure that the needs of each EAL child are identified, assessed, monitored, and provided for as a continual process.
- To ensure that parents are able to play a part in supporting their child's education.
- To ensure that the children have a voice in the process.
- To support EAL learners throughout our school enabling them to access the curriculum fully.
- To ensure that all our children feel equally valued and that expectations are equal for all.
- To provide children with EAL opportunities to hear and read good models of English and extend their knowledge and use of English.
- To provide additional in-class and withdrawal support to these children if appropriate.
- To liaise with colleagues in identifying children who may additionally have SEND.

Identification and Assessment

On entry, parents are asked to inform school of any specific/general language needs their children may have.

All EAL children will be assessed as appropriate. These assessments include:

- Foundation Stage Profile
- Teacher Assessment
- Individual Pupil Targets
- National Curriculum Government tests
- Reading/Spelling Tests
- WRAT Tests
- NFER non verbal reasoning tests
- Speech and Language Therapy assessments

If an assessment identifies that support is needed from outside agencies, we will consult parents prior to any support being sanctioned and in most cases, children will be seen in school by external support services. They will assess and monitor children, give support and guidance to staff and direct support to prioritised children.

Consideration and sensitivity is given to the appropriateness of testing EAL children at the earlier stages of their English acquisition.

The advice and support of the SENCo is sought where there is a concern that an EAL child has a developmental problem with learning separate from their linguistic development.

Planning, Monitoring and Evaluation

- Targets for EAL children are relevant, appropriate, challenging and reviewed on a regular basis.
- Planning incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about the children's developing use of language.

Record Keeping

The SENCo holds a master file of information relating to the current children identified as having English as an additional language and the provisions made for each child at the present time. This folder is housed in the SEND room and is available to all staff when necessary. All class teachers will store duplicates and additional meeting minutes along with the children's language plans in their class SEND folders.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable children to participate in lessons.
- Enhanced opportunities are provided for speaking and listening and use made of drama techniques and role play.
- Additional visual support may be provided if necessary eg, posters, pictures, use of gesture.
- Additional verbal support may be provided eg, repetition, modelling, peer support.

Partnership with Parents

Strategies are in place to:

- Welcome parents into school
- Communicate with and involve parents in their child`s learning
- Inform parents of any outside intervention
- Use translators and interpreters where appropriate to ensure good spoken and written communications
- Promote a multicultural understanding in school
- Recognise and encourage the use of the child`s first language

Links

This Policy links with ECM and all other policies, especially, the Equal Opportunities, SEND and Dyslexia Friendly Policy.