



SEATON HOUSE SCHOOL

EAL POLICY

ENGLISH AS AN ADDITIONAL LANGUAGE

This policy applies to the Early Years Foundation Stage,
Key Stage 1 and Key Stage 2.

Introduction

- 1.1** In our school all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child’s individual needs and experiences. Seaton House does not normally admit pupils with no knowledge of English.
- 1.2** A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- 1.3** Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.4** Research suggests (despite some commonly-held beliefs to the contrary) that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. Seaton House recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

- 2.1** Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- 2.2** The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language.

3 Defining EAL

- 3.1** An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

3.2 EAL pupils will need varying levels of provision. For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

Level 1: silent period / beginner learner

Level 2: basic interpersonal communication skills (BICS)

Level 3: socially competent and starting to communicate more efficiently in an academic setting

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement

4 Teaching and learning style

4.1 At Seaton House teachers use various methods to help children who are learning English as an additional language:

4.1.1 Developing the 4 areas of English, ie. speaking, listening, reading & writing by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used (this includes labels around the classrooms where necessary);
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;
- providing good role models within the classroom (both adults and children);
- giving individual children specific termly targets covering these areas, which are monitored by the Form tutor.

4.1.2 Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through the use of computers, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

5 EAL and inclusion

5.1 In our 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. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

5.2 We may withdraw children from lessons to receive EAL support.

5.3 In the EYFS we provide opportunities for children to develop their English, and we provide support to help them take part in activities whilst supporting and valuing their first language.
English as an Additional Language (EAL) Policy

5.4 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 good speaking role models in both adults and children;
- providing good examples of written English through the use of classroom labels.

5.5 We adjust the tasks for EAL children to recognise their circumstances and to meet their specific needs in English, which are as follows:

- enhanced opportunities for speaking and listening;
- effective models of spoken and written language;
- a welcoming environment in which they feel confident and can contribute;
- a recognition of the role played by the first or home language in the development of English, and the importance of it in the child's life and heritage;
- ways of helping them to cope with the various areas of learning.

5.6 See appendix for details about the school's EAL induction procedures and intervention strategy.

6 Welfare provision

6.1 Whilst the welfare of all children is equally important, pupils with EAL require additional support in order to cater for their happiness and general well-being.

This is achieved in a variety of ways:

- For Early Years children, details of each child's cultural background is collated via the issuing of our 'multicultural letter' when they first arrive at the school. Information about their specific needs and home language is therefore gained early and teachers are able to plan accordingly;
- Children with EAL are allocated a special friend who make them feel welcome, show them around and help them to integrate with other children;

- We employ staff who come from a wide variety of different countries and can therefore speak many languages. Their support can be drawn on as and when required;
- We encourage parents of EAL children to arrange play dates with lots of different children in the class;
- Class couples have the specific responsibility of welcoming all new families into the school. They are able to introduce them to others, thereby encouraging friendships between the children and helping them to settle into the class environment;
- Situations are facilitated by staff or class couples to put families who speak the same language in contact with each other.

7 Assessment for learning

7.1 The assessments carried out allow us to identify whether any special arrangements are required for children who are learning English as an additional language. If necessary, individual targets can then be set.

7.2 We record their attainment and progress according to agreed school procedures.

7.3 For further information about EAL, the teachers may wish to refer to the Common European framework of reference for languages at http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

8. CONCLUSION

8.1 The best progress in language learning is made when subject/class teachers and EAL support teachers work closely together and with the co-operation of the pupils themselves and their parents.

8.2 It is evident that the progress of bilingual EAL learners is significantly influenced by school and community ethos and by teacher attitude and expectation. It is therefore important that Seaton House School values and celebrates cultural and linguistic diversity.

REVIEW

This policy will be reviewed every two years.

Reviewed September 2016

Judy Evans
Chair of Governors

Debbie Morrison
Headmistress

ANNEX 1

EAL Support Teachers:

Sutherland Education Limited
392-394 Ewell Road
Surbiton
Surrey
KT6 7BB

Tel: 020 8390 8810