

**ST ANNE'S PREPARATORY SCHOOL**  
**English as an Additional Language Policy – to be updated annually**  
**Last reviewed – October 2016**  
***This Policy also applies to EYFS***

### **Introduction**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. Pupils who are learning English as an additional language are made welcome at St. Anne's and are fully integrated into all areas of school life.

### **Aims and Objectives**

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge and understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. Within this framework, St. Anne's promotes the principle of fairness and justice for all through the education it provides.

### **Planning, Monitoring and Evaluation**

It is important that information regarding a pupil's linguistic abilities, educational experience and home background is gathered as soon as possible and initial educational assessments completed so that appropriate and effective support can be arranged. Advice may be sought from EMTAS (Ethnic Minority and Traveller Achievement Service) and additional resources, including books and games, may enhance provision in specific cases.

An Individual Learning Plan is implemented, if appropriate, and should incorporate both curriculum and EAL specific targets and strategies that are appropriate and challenging. They are reviewed on a regular basis with a record of the pupil's developing use of language. Teachers and support staff ensure that pupils understand the language used in class, particularly words and meanings specific to each curriculum area. When planning the lessons, staff take into account the linguistic, cultural and religious backgrounds of families.

### **Teaching Strategies**

- Classroom activities have clear objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features and vocabulary are identified.
- Enhanced opportunities are provided for speaking and listening including the use of drama and role play.
- TA's to work through 'Time to Talk' programme with child.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures.
- Additional verbal support is provided e.g. repetition, modelling
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided e.g. writing frames.

## Parental Involvement

Teachers and staff will strive to maintain good spoken and written communications with their families and will endeavour to understand aspects of their culture that might affect their dealings with the school and other children. Parents are welcomed into school to give talks on cultural backgrounds e.g. religions, diet, customs, and these are incorporated into whole school assemblies, after school clubs, schemes of work and lesson plans.

EAL children should not be discouraged from speaking their first language as all speech is valued and the children's home language will also be included during some activities in a bid to make the child feel more involved in the tasks.

St. Anne's School does not tolerate racist or biased attitudes or behaviours. Such issues are discussed within the PSHE Curriculum, circle time and whole school assemblies.