

## ST ANNE'S PREPARATORY SCHOOL

# English as an Additional Language Policy

Last reviewed and updated – January 2022  
(to be reviewed: January 2023)

*This Policy also applies to EYFS and should be read in conjunction with our Equal Opportunities Policy and our Accessibility Plan*

### Introduction

English as a Second Language and English as an Additional Language (EAL) are terms which refer to only one aspect of a child's language repertoire. We recognise that whilst English will become their main language for education at St. Anne's, a child's first language/home language(s) remains a crucial dimension for their social and cultural identity.

At St. Anne's, we recognise that all pupils need to feel safe, accepted and valued in order to learn. With an intake of children from a diverse ethnic and cultural background, we value the importance of recognising and valuing every pupil's home language(s) and background. As a school, we are aware that bilingualism is a strength and that pupils with EAL 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.

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.

### Aims and Objectives

- To identify the needs of a child with EAL as soon as possible so that these needs may be quickly and appropriately met, ensuring equality of access to the curriculum.
- To monitor and assess children's progress, in order to ensure good levels of progress in all curriculum areas, despite any potential language difficulties.
- To make available suitable resources for teachers and Teaching Assistants to use with an individual or group.
- To recognise a child's home language(s) and to celebrate cultural and linguistic diversity.
- To endeavour to communicate effectively with parents about all school-related matters.

### Planning, Monitoring and Evaluation

1. Provision for children with EAL is co-ordinated by our EAL Co-ordinator (and SENCo), Mrs. Kay Beardsworth, who is a graduate linguist and a qualified TEFL (Teaching English as a Foreign Language) teacher.

2. An EAL Register (based upon information provided by parents on entry to the school) is kept by the school office and updated annually, or as required, giving information on the first language of pupils and languages spoken at home.
3. The child's class teacher, with the help of the parents, seeks to identify the needs of any child joining the school with EAL. 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.
4. The EAL Co-ordinator advises the class teacher as required and may seek advice from EMTAS (Ethnic Minority and Traveller Achievement Service) via the Essex Schools Information Service.
5. Where necessary, additional support is set up as soon as reasonably practicable, after a period of settling in and informal assessment in the classroom and in a variety of school contexts, to identify the child's specific needs.
6. The precise nature of the support depends entirely upon the age of the child and their particular needs; the EAL Co-ordinator will ensure that these are carefully matched.
7. 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.
8. The EAL Co-ordinator encourages teachers to use some of the following strategies to ensure curriculum access:
  - 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.
  - 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.
  - Use dual-language visual aids, if available in the child's home language(s) and if appropriate to the age of the child.
9. The EAL Co-ordinator offers advice and signposts class teachers towards relevant resources, to adapt classroom activities to enable access to all subject areas of the curriculum.
10. Depending on the needs of the child, some of the following strategies may be used:
  - In-class support from a TA for both general day-to-day activities, pastoral care and subject-specific curriculum work.
  - Withdrawal from class for specific EAL tuition with a TA or the EAL Co-ordinator. TAs or SENCo may work through specific programmes with the child (eg. 'Racing into English', CGP EAL Workbooks, 'Time to Talk', etc.). Additional resources, including books and games, may enhance provision in specific cases. Dual-language books can be a useful tool, if available in the child's home language.
11. In some cases, a Personal Learning Plan is devised, 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.

12. Careful attention is paid to special requirements children with EAL may have for assessment tasks, particularly formal tests such as National Curriculum Assessments.

### **Parental Involvement**

Teachers and staff strive to maintain good spoken and written communications with the child's family and 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. Parents are a vital link in providing for the child's needs and where necessary, we endeavour to provide information about school and reports, etc. in an accessible form for parents.

### **Inclusion and Equal Opportunities**

EAL children should not be discouraged from speaking their first language as all speech is valued and the children's home language(s) 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, while a multi-cultural approach is followed in subjects across the curriculum, in particular, Humanities (History/Geography/RE) and English.

We recognise that most pupils with EAL requiring additional support do NOT have learning difficulties. However, should learning difficulties be identified during assessment, pupils with EAL will have access to additional support and provision. Similarly, the school recognises that a pupil with EAL may be Able, Gifted or Talented and appropriate provision will therefore be implemented.

*K. Beardsworth – January 2022 (to be reviewed: January 2023)*