



## Moorlands School

### ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

The school is happy to recognise and welcome its obligation, in accordance with its Equal Opportunities and Individual Needs policies, to:

- eliminate disadvantage in its admissions procedures
- overcome potential barriers to learning
- set suitable learning challenges for children for whom English is an Additional Language.

This policy also applies to EYFS

#### **Admissions**

The school will admit children for whom English is an Additional Language (EAL) if it deems them able, with appropriate support, to benefit in due course from the mainstream curriculum. Until such time, provision may be made by use of a translator or individual tuition in English, by a specialist teacher, in place of mainstream lessons. It is a condition of admission that the cost of such tuition should be borne by the parents.

In the course of the admissions procedure, information is gathered about:

- the child's linguistic background and competence in other languages
- the child's previous educational and schooling experience
- the child's family and biographical background

The school's SEN department is responsible for the assessment of any child's need for learning support, irrespective of underlying ability. Where a child is admitted with EAL, an initial assessment in speaking and listening, reading and writing will be made, by the SENCO, of any need for support within or beyond the mainstream, with the aim of integrating a child fully into the curriculum.

Arrangements will be made to ensure that the school's assessment procedure is adjusted as appropriate to accommodate a child's need for support and to ensure that a child's potential is fully understood. (For further details, please refer to the School's **Admissions Policy**, which is available on the website)

The school recognises that pupils with EAL needing additional support with learning English do not have learning difficulties. However, should such difficulties be identified during assessment, pupils with EAL will have equal access to the school's support provision. Similarly, the school recognises that there may well be pupils with EAL who are gifted or talented, even though they may not be fully fluent in English.

Depending on a child's age and specific circumstances, support may range from in-class provision of learning assistance to withdrawal from mainstream lessons for one-to-one tuition of an intensive and extended nature.

## **Early Years Department**

Within Early Years, children are assessed informally, as part of the admissions process. This assessment includes an element of speaking, listening and understanding.

Practitioners recognise the importance of gesture, facial expression and body language when communicating with young children.

For EAL children, Practitioners work closely with parents to ascertain key words in a child's home language to ensure the child's basic needs are met.

The ECAT child monitoring tool is used to assess Early Language skills. For EAL children, practitioners will refer to, Stages of Learning for the EAL child, which describes the different stages of learning as being: -

1. Chatters in Home Language
2. Silent periods
3. Single word/routine phrases
4. Making own phrases and sentences

Within each of these stages, Practitioners are given advice and guidance on how to support EAL children, within their care.

Strategies are put into place to support individual children. These include: -

- Labelling of resources with pictures, so children can identify toys and equipment
- Practitioners model single words, relating to objects
- When children use single syllable words, Practitioners extend phrases and sentences, modelling appropriate language
- Action songs and rhymes are used daily

## **Provision**

We aim to ensure that any child with EAL can:

- Use English confidently and competently
- Use English fully as a means of learning and communicating across the curriculum

Where there is a need for differentiation, teaching will be planned to provide differentiated opportunities matched to individual children's EAL needs. As appropriate, key features of language which are necessary for effective participation will be identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

As necessary, any of the following support strategies may be used to ensure curriculum access:

- Collaborative group work
- Using staff's
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support - repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.

- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists. – anything in EYFS e.g. key words,
- Opportunities for role play

Across the school, children are actively encouraged to share and celebrate their languages with each other through things such as 'Language Ambassadors', European Day of Languages, celebrating country specific festivals and inviting parents into school to speak to pupils.

### **Resources**

Staff will regularly observe, assess and record information about a child with EAL's developing use of language. Where necessary, parents are asked to provide key words in their home language to enable the child to express their basic needs. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual children.

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