

## **3b English as an additional language (EAL) Policy**

Reviewed: January 2023

Next review: January 2024

### **Purpose**

This policy outlines the school's approach to identification and meeting the need of our pupils and their families who are classified as EAL, whilst recognising the valuable cultural, linguistic and educational experiences that they bring to our school community.

### **Definition**

A child will be recorded in school as having EAL if "they are exposed to a language at home that is known or believed to be other than English."

EAL covers:

- Pupils arriving from other countries whose first language is not English.
- Pupils who are fluent in English and an additional language is spoken at home.
- Pupils who have been born in the UK but do not speak English at home.

### **Introduction**

At Hemdean House School, we celebrate the diversity of our school community and our multilingual pupils. We ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum, including pupils from different backgrounds and those with English as an Additional Language (EAL). Pupils with EAL are encouraged to play a full part in all learning opportunities. We recognise that these pupils will have unique life experiences and are committed to offering high levels of pastoral care to support pupils with EAL to integrate into our school community while valuing the benefits that their cultural diversity brings.

### **This policy gives regard to**

Equality Act 2010

The United Nations Convention on the Rights of the Child

### **Aims**

- To promote equality of opportunity for all learners for whom English is an additional language.
- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school community.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.

- To help EAL pupils become confident in oral and written English and reach their full potential.
- To encourage children to practise and extend their use of English.

### **Objectives**

- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To assess the skills and needs of pupils with EAL and to give appropriate provision.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term.

### **Assessment**

The pupil's needs should be identified during the admissions process, when information about the pupil's additional language needs is gathered. This information is discussed with the class teacher and SENCo in conjunction with the teacher responsible for EAL (EAL Lead). Further discussions with parents will add to this picture. Following this, appropriate support will be planned to meet the need of the individual. The class teacher will keep a record of the pupil's progress and communicate this to the EAL Lead and parents.

### **Learning and Teaching strategies to support Pupils with EAL**

Developing their spoken and written English 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.
- Ensuring that vocabulary work covers subject specific vocabulary as well as the everyday meanings.
- Explaining 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.
- Giving them appropriate opportunities for talking, and using talking to support writing.
- Using texts and materials that suit their ages and learning stages.
- Providing support through ICT, video and audio materials, dictionaries and translators.

Supporting their acquisition of language by:

- Planning for teaching and learning of subject specific vocabulary.
- Using visual support and manipulatives.
- Using bilingual support from other pupils and staff.
- Encouraging and providing many opportunities for talking in English.
- Differentiated work.
- Recognising that pupils with EAL will need extra time to process.
- Providing further group or 1:1 support if appropriate.

Resources:

CGP Primary EAL English as an Additional Language books

Colourful Semantics (flash cards and online presentations)

British Council / Learning English Kids