

Avenue Pre Preparatory School & Nursery

English as an Additional Language (EAL)

Contents

- Introduction
- Guidelines for Good Practice
- Integration of EAL pupils into the school
- The Role of the Class Teacher
- Resources
- Success criteria for this policy
- Monitoring this policy

Introduction

The Avenue Nursery and Pre-Preparatory School recognise that cultural and linguistic diversity is a rich resource for the whole school and that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

Pupils learning English as an additional language are entitled to the full school Curriculum. English is best learnt through the curriculum and pupils will be encouraged to play as full a part as possible in class activities from the start.

All teachers are responsible for building strategies into planning to support the language development of EAL pupils and must structure lessons appropriately to ensure English language is actively promoted at all times and attention is paid to the individual learning needs of each child..

Accurate information on pupil's needs, attainment and progress will be maintained in an accessible and manageable form in order to assess starting points, the progress being made and additional approaches to support individual pupils. In this connection, it is important to differentiate the learning of English as an additional language and the associated challenge to curriculum access plus other individual needs of the child such as learning difficulties or disabilities. Pupils will continue to need support with specific subject and academic language for longer than the two years it normally takes to become proficient in the social forms of English.

Resource costs for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils.

This policy is specific to children where EAL is an identified need but operates in conjunction with other school Policies and Guidelines, which will also indicate provision for EAL pupils.

Guidelines for Good Practice

The importance of home/school links cannot be underestimated. Parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. Interpreters may be necessary to achieve:

- Completion of the Registration and Consent form with parents;
- Attendance of parents at teacher/parent meetings.

Integration of EAL Pupils into the School

Every reasonable effort will be made to help new pupils feel welcome with a special friend (who speaks the same language, if possible) and an identified Supervisory Assistant to look after them at play/lunch times.

The school will ensure a supportive environment with signs and books around the school in multilingual format and encouraging children and families to share their culture, language and religion.

EAL pupils need effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative, non-threatening contexts will enhance progress in all areas. All school staff, including TAs, will be made aware of the linguistic needs of individual EAL children.

The Role of the Class Teacher

- To identify needs of EAL pupils.
- Teachers will develop strategies to support English language development. Teachers are responsible for planning tasks to ensure effective use of Teaching Assistants.
- Teachers will review tasks and pupils progress with the SENCO and monitor these arrangements at regular intervals (each half-term).

Resources

The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences resources will include:

- Multilingual signs and posters around the school and classrooms.
- Displays of languages.
- Language and vocabulary games.

Success criteria for this policy

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with the monolingual pupils. Staff feel confident in supporting the needs of EAL pupils.

- Parents are happy to approach the school.
- The school environment reflects and celebrates the multilingual nature of the pupil population.

Monitoring this policy

All staff are responsible for implementing this policy. Monitoring of learning needs where pupils are acquiring skills in English will be coordinated by the SENCO. He/she will individual reports of progress, in addition to collating data for use by the Principal and Proprietors in the wider development of the school. The school Advisory Board will also seek data on the effective implementation of this policy and outcomes for children where English is an additional language.

Reviewed November 2018

By Martin Ayres & Mary Fysh

Reviewed every three years

