

A2: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs

Stretton School welcomes children from all ethnic and cultural backgrounds and some children may have English as an additional language. The school recognises that cultural and linguistic diversity is a rich resource for the whole school.

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and the Equality Act 2010.

Parents may have very limited knowledge of English, sometimes none, and therefore it is important that these children are not isolated or made to feel inadequate in any way. They may also have no experience of schooling, or have come from very different types of educational institutions. Children who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the start.

The school gathers information about the pupils' educational history and their knowledge of speaking and reading English, as well as any other languages they may speak. If possible, the school tries to collect any attainment or achievement information if available.

It may sometimes be necessary to arrange an interpreter (through the local authority) to be present during the admission process in case the parent or carer does not speak English. The interpreter can then explain the school policies and procedures for entry and this allows the parent or carer to ask any questions about the school.

It is vital that the pupil's name, address, and all personal details are correct and that the parents are asked how to pronounce the child's name correctly. It may often be the case that there is another family already at the school who speaks the same language, in which case the school will try and introduce the two families to help with any language or cultural barriers.

The new pupil will be allocated a "buddy" who either speaks the same language or who is confident about supporting the new pupil. All pupils within the class will be encouraged to share their knowledge, skills and understanding of one language to another by referring to similarities and differences between languages and the use of dictionaries. Any new pupils may need listening time before they are ready to speak. It is important to continue to communicate with them even if they do not initially respond. EAL pupils are taught subject specific vocabulary for mathematics, science, history and geography and for other subjects where appropriate.

Home/school links are essential. Parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Families are supported and encouraged to feel confident about approaching the school.

Teachers are responsible for data collection and the completion of individual EAL plans to identify needs of EAL pupils and develop strategies to support English language development as identified on EAL plans. If an EL pupil is also a SEN pupil, their difficulties will be referred to in the Intervention Plan whereas the EAL plan will focus EAL issues and provision.

The school will include dual language books in classrooms and language and vocabulary games.

All staff are responsible for implementing this policy.

Date: September 2014, September 2015, September 2016 &
September 2017

Review Date: September 2018