



HALSTEAD

PREPARATORY SCHOOL FOR GIRLS

**English as an Additional Language
(EAL) POLICY
INCLUDES EYFS**

| Policy History | | |
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| Review Date | January 2016 | |
| Review Date | October 2016 | |
| Review Date | March 2017 | |
| Review Date | January 2018 | AC ME PA |
| Date of Next Review | January 2019 | |

At Halstead, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.

We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

Principles

Our policy is based on the following principles:

Language is best learned in a meaningful context - the mainstream classroom. Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils.

EAL pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands, different learning needs/styles and the welfare of pupils with EAL.

The multilingualism of our EAL pupils enriches our school and our Community.

To become fully competent in the use of curriculum/academic English is a long process.

Having a home language other than English is not a "learning difficulty". However it should also be borne in mind that EAL children might also have special educational needs or learning difficulties.

The best progress in language learning is made when subject/class teachers and support teachers work closely together and with the co-operation of the pupils themselves and their parents.

The SENDCo and Deputy Head discuss and arrange support for individual pastoral needs.

Aims:

That children for whom English is an additional language will not fail to reach their full potential because of a disadvantage of language.

To be proactive in removing barriers that stand in the way of our EAL pupils learning and success.

EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.

Identification

In most cases parents make us fully aware of languages spoken at home on enrolment or admission to the school.

Occasionally this is not the case. If we have reason to believe that a child is speaking a different language at home then a teacher / parent meeting will be arranged to discuss further. It is important to stress to the parent that we do not see bilingualism as a disadvantage and do not seek to treat bilingual children differently. We are seeking to ensure that the child has equal access to the curriculum and require complete and accurate information to enable us to provide the correct learning environment.

The purpose of such a meeting is to reassure parents and encourage a co-operative approach between home and school

Practice

EYFS / KS1

At this stage language is best acquired through 'immersion'. It is important to build on their own experience of developing language at home and in the wider community, so that this experience supports their developing use of English.

We provide a range of opportunities for them to engage in English speaking and listening activities with peers and adults.

At EYFS we are also able to access the services of REMA (The Race Equality and Minority Achievement) support. An advisor can visit the school to give advice to parents and teachers.

KS2

We continue to use inclusive methods of support. We look at each child as an individual and the form teacher and SENDCo will discuss the child to decide on the best way forward.

Occasionally, when concern is raised either by a teacher or a parent, withdrawal sessions take place for an agreed temporary period. At this stage the child is placed on the observation register (see SEND policy) while we assess whether there are specific needs in addition to language needs.

Non English speaking parents

Parents bring an English speaking relative or friend to parents' evenings to act as translator. So far we have not had any parents who have not had access to English speaking support.

We aim to be amenable to parental requests. For example, one parent has requested that comments in the reading record are sent by e-mail as she finds printed text easier to read than handwriting, and she can use a translation programme if necessary.

Ratified by _____
Chair of Governors

Date: Thursday 15th March 2018