



Dair House School

English as an Additional Language (EAL) Policy



Monitoring: DoS/SENDCo Updated: November 2018 Review: August 2019

This policy is effective for all children from the EYFS to Year 6.

Introduction

At Dair House School the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage them all to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who have EAL are very welcome at Dair House School.

Children who are learning EAL have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. We seek to support these children as fully as possible.

Aims and objectives

The National Curriculum 2014 secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help 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.

Teaching and learning style

In our school, teachers take action to help children who are learning EAL by various means, developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- explaining how speaking and writing in English are structured for different purposes across a range of subjects
- providing a range of reading materials that highlight the different ways in which English is used
- ensuring that there are effective opportunities for talking, and that talking is used to support writing

- encouraging children to transfer their knowledge, skills and understanding of one language to another
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another ensuring access to the curriculum and to assessment by:
- using accessible texts and materials that suit children's ages and levels of learning
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses
- using the home or first language where appropriate.

Curriculum access

All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum 2014. Children with English as an additional language do not produce separate work.

In the EYFS opportunities are planned for children to develop their English, and support provided to help them take part in activities.

The EYFS helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- providing bilingual support to extend vocabulary, if possible
- providing a variety of writing in the children's home language as well as in English, if possible
- providing opportunities for children to hear their home language as well as English, if possible

Assessment

The assessment of children with English as an additional language will very much depend on the English language knowledge of the children. The assessment programme is flexible and ensures that children only sit assessments when it is felt they have a satisfactory knowledge of English to access fully the assessments.

Depending upon the ability of the child, support may be provided during the assessment to enable the child to understand the assessment questions.

Each case is dealt with individually.