FROEBEL HOUSE SCHOOL
ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Scope and statutory compliance:
This policy applies to all pupils who have been exposed to languages other than English during early development and who continue to be exposed to those languages at home or in the community. The school will meet its statutory duties under the Equality Act 2010 and ensure EAL pupils have equal access to the curriculum. The school will also ensure that EAL provision complements and dovetails with SEND arrangements and safeguarding policies. Leaders will review the policy annually and in response to changes to statutory guidance or inspection frameworks

At Froebel House School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Definition of English as an Additional Language (EAL)
Where a pupil's first language is not English – that is: where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community.

Introduction
At Froebel House School our aim is to identify, assess and make provision for children with English as an additional language. The purpose of this document is to provide information about our approach and procedure that will enable all partners to work together for the benefit of children with English as an additional language.

Aims and Objectives
Our objectives are to encourage a whole school approach, where class teachers, subject teachers and learning support staff all work together to provide support, encouragement and understanding in every aspect of a pupil's school life.

Aims:

- To assist all pupils to become competent users of spoken and written English.
- To provide equal access to educational opportunities for children with English as an additional language.
- To promote and develop self-esteem and confidence in pupils with a Non – English speaking background.

Provision
EAL children are based within the class as it is believed that they benefit from the modelling of English from their peers. Flexibility in our provision is of significant importance to us in order to deliver the most appropriate and beneficial support to a child.

Staff act, to help pupils who are learning English as an additional language by

various means:

- Providing a welcoming and supportive induction into the school by: o
- Seeking information from parents and new pupils about cultural background, previous educational experience & achievements, special interests & skills, dietary, faith and dress requirements
- Conducting a tour of school and explaining how it is organised
- Talking through rights and responsibilities for parents and pupils (homework, uniform, lunchtime arrangements, start & end of school day, etc). Answering any questions parents and pupils may have.
- Negotiating an induction programme to suit the new child's needs

- EAL specific assessment frameworks e.g. The Bell Foundation
- EAL specific resources
- Ensuring that host classes are prepared to welcome their new classmates
- Ensuring that all staff are aware of the pupils new to English and what they can do to support their welcome into our school.
- Being prepared to address any difficulties that may emerge during the induction period.

Identification and Assessment

The majority of children will learn English and make progress within the classroom environment. Those children, who may need extra support, will be identified by the teacher (Some children will be identified before they enter Froebel House School). The class teacher/teacher will discuss the child with the relevant Headteacher and SEND Teacher to decide on the appropriate action.

Monitoring and Evaluating

The children's progress is monitored through:

- Individual tests, class tests, class work in all subjects and reading records.
- Record of pupils' EAL need on the List of Pupils with Learning Needs and SEND document (see SEND Policy)
- EAL specific assessment frameworks e.g. The Bell Foundation
- Through discussions which can take place in staff meeting and arranged meetings.
- Through informal and frequent liaison between Headteacher, SEND Teacher, Teachers, and Teaching Assistants.

Roles and Responsibilities

It is the responsibility of all the teacher staff within Froebel House School to meet the needs of the EAL children. It is the Class Teacher/Teacher's responsibility to notify the Headteacher or SEND Teacher if they have any concerns.