



FROEBEL HOUSE SCHOOL

English as an Additional Language (EAL) POLICY

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.

Introduction:

At Froebel House we acknowledge that some pupils in our school may have particular learning and assessment requirements that are linked to their progress in learning English as an Additional Language. Pupils who are learning English as an Additional Language have skills and knowledge about language that are similar to those of their monolingual-speaking peers. Their ability to participate in the full curriculum may be in advance of their communicative skills.

Aims and Objectives.

The National Curriculum, Every Child Matters agenda and the Race Relations Amendment Act secures the entitlement for all pupils to a broad and balanced curriculum and give them the opportunity to develop the knowledge and understanding, skills and attitudes that are necessary for their self-fulfillment and development as responsible citizens. We promote the principles of fairness and justice for all, through the education that we provide at Froebel House.

The aim of this policy is to ensure that we meet the full range of needs of those pupils who are learning English as an Additional Language, including those pupils with EAL who may have Special Educational Needs.

Principles:

- English is the primary language of education and communication in this country therefore all pupils have a right to effective teaching of English and in English.
- Support in all the language of education and communication in this country therefore all pupils have a right to effective teaching of English and in English.
- Language is a fundamental aspect of identity. Denying pupils the experience of communicating in their home languages damages their confidence, but valuing and drawing of this asset builds self-esteem and belief in their ability to learn.

- All pupils should have access to a range of languages in order to increase social and community cohesion. An ability to communicate in more than one language is a social and life advantage.
- To value the whole child or young person their full language repertoire must be included.
- Continuing to develop the first language at home and at school while learning English maintains family and cultural relationships.
- Promoting home languages at school and within the school's community, including communicating with parents in ways which are accessible to them, builds community links and mutual respect. This encourages families and schools to work in partnership to develop pupil's full range of language competencies.
- Achievement in more than one language develops the capacity to enjoy being a confident and competent user of spoken and written language for an expanding range of purposes.
- The approach to language development is inclusive and values the language heritages and experiences of all pupils and adults within the educational community, whether they are monolingual, bilingual or multilingual.

Teaching and Learning In our school, teachers take action to help pupils who are learning English as an additional language by various means:

Providing a welcoming and supportive induction into the school.

Developing the pupil's English by:

1. Providing a range of clear visual contexts to support listening and speaking in social interaction and in learning activities.
2. Identifying specific needs relating to the development of the pupil's oracy and literacy skills.
3. Ensuring that these needs are addressed in the teacher's planning o Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words.
4. Explaining that speaking and writing in English are structured for different purposes across a range of subjects.
5. Providing a range of reading materials that highlight the different ways that English is used.
6. Ensuring that there are effective opportunities for listening and speaking and that these are used to support reading and writing.
7. Encourage pupils to translate their knowledge, skills and understanding from one language to another.
8. Building on pupil's experiences of language at home and in the wider community, so that their developing use of English and other languages support each other.

9. Ensuring parental involvement and participation in pupil's learning.

Ensuring access to the curriculum and fair assessment by:

1. Ensuring that EAL provision is a part of a wider policy of anti-racist education which is embedded through the curriculum and pastoral work in school.
2. Using activities, texts and visual materials that are suited to the pupil's age, ability, culture and level of English language acquisition.
3. Providing support through various materials, dictionaries, translators, talk partners and readers.
4. Using home or preferred language when appropriate.
5. Putting in place any special assessment and reporting arrangements required by the DCF.
6. Consulting with parents and enlisting their support in helping their pupils with their learning
7. Resources In order to develop independence, all pupils will have access to: Pictures, artefacts, ICT resources, illustrated books, bilingual picture dictionaries, English picture dictionaries, dual language books, help-sheets' work-banks, labelled Diagrams and pictures, writing frames and differentiated materials.

Please note at Froebel House we do not withdraw pupils from lessons to receive EAL support as learning needs are best met alongside their peer group with additional in house support as necessary.

Produced by: Mr A Roberts, Headteacher

Date issued: September 2018

Date review: September 2019 (or sooner, if local or national guidance changes)