

Skegness Infant Academy Policy on English as an Additional Language (EAL)

Introduction:

This policy details our arrangements to recognise and meet the needs of pupils whose main language at home is a language other than English. It sets out the School's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

Throughout this policy, and in other related policies and documents, these pupils are referred to as "EAL pupils" or "EAL learners".

Aims:

- Belonging and Cohesion:** To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.
- Equality:** To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success
- Diversity:** To help EAL pupils to become confident and fluent in English in order to be able to access the curriculum and fulfil their educational potential.

Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To ensure that all our EAL pupils participate and are able to access all the activities of the school
- To equip staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To give EAL pupils the knowledge and skills to use spoken English to communicate with others
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts.
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.
- To ensure parents are informed of their child's EAL provision and that there is effective communication between parents and school

Teaching and Learning:

We will:

- Assess the pupil's competence in English in relation to the NC standards and expectations as soon as possible and work closely with parents to incorporate their home language and culture.
- Show differentiated work for EAL pupils in planning where appropriate.
- Have high expectations; expect pupils to contribute and give you more than one-word answers
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning challenges.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their mother tongue to explore concepts.

- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Group children to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Teach topic/subject – relevant vocabulary, structures etc where appropriate and provide curriculum – related opportunities to develop listening, speaking, reading and writing skills.
- Provide a secure, but intellectually challenging, learning environment including visual support strategies and bi-lingual resources e.g. dictionaries.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness etc) genre features and characteristics (narrative, reports etc).
- Encourage parents/carers participation in EAL pupils' learning and work closely with them to support children's learning through providing EAL workshops where necessary.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

The school acts proactively to remove barriers to accessing school information and events.

Admission procedures will take into account the needs of each individual child in consultation with parents to ensure the child is secure, settled and happy.

This policy has taken account of relevant statutory, LA and school documentation