

Driffield Northfield Infant School

English as an Additional Language (EAL) Policy

INTRODUCTION

Driffield Northfield Infant School has a low percentage of pupils who use English as an additional language (EAL). However, we recognise value and build on the linguistic experiences of these children whilst ensuring that they develop into confident and competent speakers and writers of English. This policy is specific to EAL and operates in addition to the Corporate Equality Policy.

1. PRINCIPLES

- Pupils learning English as an additional language are entitled to the full National Curriculum and EAL pupils should be encouraged to participate actively in class activities
- All teachers are responsible for planning strategies to support the language development of EAL pupils.
- Accurate information on pupils' needs and attainment will be maintained in an accessible and manageable manner.
- The difficulties of language access must not be confused with learning difficulties. Pupils will continue to need support with subject specific and academic language (orally and in writing) for longer than the two years it normally takes to become proficient in the social forms of language.
- Resource costs for supporting EAL pupils need to be identified and linked to the needs and learning targets for pupils.
- The school is committed to maintaining the bilingualism or multilingualism of pupils wherever it can.

2. AIMS

We at Driffield Northfield Infant School believe that every child is equally entitled to have access to the best possible education regardless of gender, race or class. With our bilingual learners we are therefore committed to:

- Support the self-esteem and confidence in the child's own ethnic origins and language.
- The belief that operating in more than one language is normal and that it is not in itself a problem and it certainly does not constitute a learning difficulty.
- Develop their acquisition of English in order that they will not be disadvantaged by learning in an essentially one language environment.

3. STRATEGIES

Gathering Information

Before a child starts school, we will find out as much about the child's previous experiences by detailed conferencing with the parent/carer. In addition the teacher with responsibility for EAL will collect and maintain the following data:

- Number and size of ethnic groups.
- The relative achievement levels of different groups.
- Number of pupils in need of or receiving EAL support
- Number of pupils from home where English is not the first language.

- Languages spoken by the pupils.

Pupils records held by the class teacher will include:

- First language.
- Assessment information.

Pupils and parents of new arrivals may experience a mismatch between the education system of their home countries and literacy practises in the UK education system. The school will be sensitive to these differences and be clear about expectations.

Staff should be aware of the possibility that pupils with EAL may demonstrate an ability to read to a given standard without a corresponding level of understanding.

Acting on Information

On the basis of information gathered, pupils will be grouped and supported appropriately. Grouping will be organised to provide opportunities for interaction with good language models. Written work will be preceded by modelling, shared work, scaffolding and oral and mental rehearsal. Visual aids reflecting cultural backgrounds will support the learning of pupils in the early stages of acquiring English.

We will also:

- Ensure a warm welcome for the child by passing on all relevant information to the class teacher
- The class teacher and support teachers will ensure that the child is welcomed into the classroom by providing materials in the child's first language, if possible. The class teacher will also allocate a sympathetic child to be their "buddy" for the first few weeks of school.
- The child will be given English language development support, which may take place in the classroom or by withdrawal either individually or in a small group situation.
- Guided reading, circles and use of talk strategies helps to provide a structure within which the child can confidently develop their language and reading in English.
- The class teacher in consultation with the teacher responsible for EAL must ensure the needs of their bi-lingual learners are taken into account when planning and preparing work and lessons for the class.
- Some materials in appropriate languages and which cater for children who have English as a second language are available across the school. These are available for class teaches as well as support teachers to use.
- In order to facilitate necessary communication, interpreters will be made available during any parent conferencing or open evenings.

Developing Home/School Links

- The school will support parents to find out about the pupil's previous education system.
- The school will support parents' access to information by providing translations where necessary.
- Families must be supported so that they feel confident about approaching the school.

*Also see International New Arrivals Policy

Reviewed: March 23

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