

English as an Additional Language (EAL) Policy

Statement of Aims

The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language.

The school will identify individual pupils' needs at the earliest opportunity, recognise the skills they bring to the school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means to learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Context of school

St Helen's College is an independent, co- educational, preparatory school. The school currently has 340 children on role from a variety of faith backgrounds and of mixed ability.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and need to be explored.
- Teachers play a crucial role in modelling correct uses of language.
- Additional support is best seen as an integral part of the curriculum and lesson planning.
- A distinction is made between EAL and LDD.
- Language is central to our identity. Therefore teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- All languages, dialects, accents and cultures are valued, however we aim to teach standard English.

Identification

EAL is usually identified during the admission process. If at a later date a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL they will liaise with the EAL co-ordinator and discuss appropriate strategies. The class teacher will liaise the parents involving them in the decision making process where appropriate. All relevant staff will be informed.

Teaching and Learning

Staff will share planning with support staff. Plans should demonstrate differentiated opportunities matched to the individual EAL pupils' needs.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons.

Staff review grouping arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening.
- Effective role models of speaking, listening and reading.
- Additional visual support, e.g. posters, non-verbal cues, demonstrations etc.
- Additional verbal support, e.g. alternative phrasing, peer support and repetition.
- Bilingual resources, e.g. on-line support, key word lists, dual language books.
- Opportunities for role play
- Pupils receive regular feedback
- Where possible learning moves from concrete to abstract
- Each child is provided with additional support for 30 minutes each week out of the classroom by the EAL LSA.

Detailed strategies for the FS can be found in Appendix A, B and C

Planning, Monitoring and Evaluating

The class teachers are aware of their EAL pupils and are required to inform all staff who teach/care for the pupil so that they are able to implement strategies where necessary and teach appropriately.

Factual Information is gathered about:

- The pupils date of entry
- The pupils' linguistic background and competence in other languages
- The pupils' previous educational and schooling experience
- The family and biographical background.

Staff regularly observe, assess, record and evaluate information about the pupils' developing use of language. Differentiated learning opportunities are provided, however the pupil will be integrated as fully as possible and on the whole their needs should be met within the classroom.

If appropriate an IEP may be used. This will be written in collaboration with the pupil, their parents, the EAL co-ordinator and the class teacher.

Assessment

- Assessments are checked for cultural bias and action will be taken to remove any bias identified.
- Support provided will be regularly evaluated as to its effectiveness.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that children needing EAL support may not have SEN/LDD needs. However, should SEN/LDD needs be identified during assessment, EAL pupils will have equal access to SEN/LDD provision. Equally the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English, in which case appropriate support will be provided.

Resources

Displays and resources should reflect linguistic and cultural diversity.

Resources for reading and writing are monitored for cultural accessibility.

A range of resources is used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key words lists, bilingual dictionaries, taped materials, computer software, etc.

Parents/Carers and the Wider Community

- We provide a welcoming admissions process for the induction of new pupils and their families/carers.
- We respect the linguistic, cultural and religious backgrounds of our parents/carers.
- Where appropriate we will work closely with members of the wider community to support our EAL pupils.

Staff Development

Staff will be able to undertake professional development to ensure that provision for EAL pupils is appropriately delivered.

Conclusion

The provision for EAL is constantly being reviewed and developed. Further information can be found on the School Development Plan.

It is hoped that by raising our awareness of the individual needs of the EAL pupils we can establish priorities and provide clear procedures and therefore allow them a very effective education.

Author(s)	LH
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Review Frequency	2 years
Next review	August 2011

Appendix A

SOUL

Use the steps of silence, observation, understanding and listening as you approach a child who is busy. These steps will help you enter rather than interrupt children's play and will enable you to become a partner in their efforts. SOUL means allowing the child to initiate an activity, spending time observing, becoming sensitive to each child's different needs and becoming an effective listener.

SELF TALK (Self directed monologue)

This is about labelling and describing what you are doing and demonstrating how to communicate an activity. Doing this will give validity to the child's own self-talk.

Parallel Talk

In this case you are describing the child's activity. As you interact with the child you comment on where the child is playing, what they are playing with and what they are doing. The language has meaning for the child because it concerns something that interests them.

Repeating

After listening carefully to a child repeat back what they have said. Repeating is effective because it clarifies and serves as an acknowledgement of what the child has said. It is also a way of supporting the child's choice of words and it encourages the child to continue talking.

Restating

Sometimes a child will make miscues when communicating. When children make a language error, repeat back what they have said in a corrected form without drawing attention to the error. You are modelling standard language in a positive, non-punitive manner that facilitates communication.

Expanding and extending

This can be thought of as a natural conversation technique in which the adult adds new ideas or elements to the discussion. This technique encourages children to expand their thinking about the subjects of conversation or to develop new vocabulary.

Encouraging children's ideas.

We can stimulate children to articulate their ideas and find solutions to problems by asking them how they solved something, what they plan to do next, or what they did; or by asking them to help you. The last strategy is particularly helpful as it indicates your respect for their ideas.

Modelling

Children often need to hear new language structures in meaningful contexts many times before they can use them. We can provide opportunities for them to hear language we want them to learn in many ways such as stories, activities with other pupils, tapes etc.

Open-ended questions

This way of questioning stimulates more language use, acknowledges that there can be many solutions to one problem, affirms children's ideas and encourages creative thinking.

APPENDIX B

<http://www.naldic.org.uk/docs/resources/documents/ealeyfsguidance.pdf>

Appendix C

<http://www.clpe.co.uk/pdf/StagesofEnglishLearning.pdf>