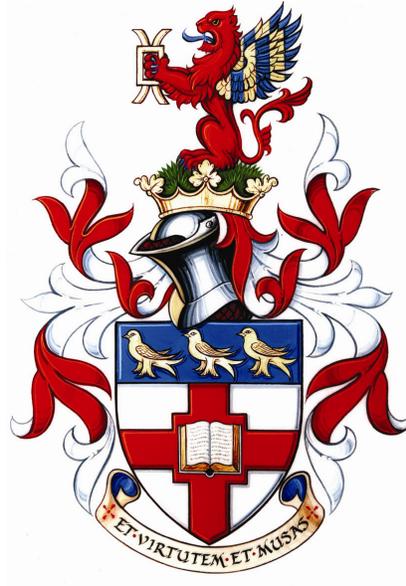


GRIMSDELL

MILL HILL PRE-PREPARATORY SCHOOL



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Revised and Updated November 2009
To be reviewed November 2012

GRIMSDELL MILL HILL PRE-PREPARATORY SCHOOL

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

RATIONALE

Every child, whatever their background or circumstances, should have the support they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing. (Every Child Matters: Change for Children)

Our primary role is to make the parents and child feel welcome. Only 10% of communication is achieved through spoken language (30% through tone of voice and 60% through body language), therefore we do not have to speak the child's tongue to make them feel at ease.

We also need to provide the child with plenty of opportunities to make a contribution in the class through means other than language, through art for example and it is very important that we guard against a child feeling isolated, making activities inclusive to all.

We believe that all staff (teaching and non-teaching) are responsible for assisting EAL pupils in their language development. The language acquisition of young children benefits greatly from interaction with their peer group as well as with adults. We therefore provide activities and support in class which allows EAL pupils to work on tasks with their peers who have English as a first language. This enhances both their linguistic and their social skills.

AIMS

- For all EAL children to become confident in speaking, listening, reading and writing so that they can access the curriculum.
- To enable EAL children to communicate effectively and interact with their peer group and adults.
- To play a full and active part in school life.

THE CONTEXT OF THE SCHOOL

19 languages are spoken at Grimsdell which include:

Arabic, Cantonese, Farsi, French, German, Greek, Gujerati, Hindi, Hungarian, Italian, Japanese, Mandarin, Polish, Russian, Serbo-Croat, Spanish, Thai, Turkish, and Urdu.

28 of our pupils have a home language in addition to English (November 2009)

6 pupils are identified as needing EAL support (November 2009)

KEY PRINCIPLES

- Language develops best when it is 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. Attention should be given both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- A distinction is made between EAL and LDD (Learning Difficulties and/or Disabilities).
- We can make the classroom a welcoming place in many ways and show that the child's language and culture are valued.

MONITORING AND ASSESSMENT

When a child enters Grimsdell, information is gathered about

- The child's linguistic background and competence in other languages.
- The child's previous educational and schooling experience
- The child's family and biographical background.
- We allow time for the child to become accustomed to their new surroundings and to gain confidence. During this time he/she will be encouraged to follow simple instructions – *sit down, line up etc*, to make simple requests – *Can I go to the toilet? etc*, and to answer basic questions – *What is your name?, How old are you? etc*.
- Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils which are reviewed on a regular basis.
- Staff have regular liaison to discuss pupil progress, needs and targets.
- The school ensures that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

TEACHING AND LEARNING

The majority of language acquisition by children in the Nursery class who have little or no English is encouraged through structured play activities, social interaction and games. The children will also experience small group focused tasks in which they will be introduced to specific vocabulary e.g. classroom furniture, class resources, family members, home furniture etc.

These methods are followed through in the Reception classes and staff use support strategies to ensure curriculum access through the following methods:-

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models for speaking, reading and writing
- Additional verbal support e.g. repetition, alternative phrasing, peer support
- Additional visual support e.g. objects, pictures, demonstrations etc.
- Discussion is provided before and during reading and writing activities
- Where possible learning progression moves from the concrete to the abstract

- Songs, especially those with actions and stories with repetition will help the child feel part of the group and will help with language acquisition
- It will be suggested to parents that they invite other children home to play, to encourage interaction and language
- A visual timetable (using pictures or photographs) may be used to help the child understand the programme of the school day
- If necessary, a child would have one-to-one support depending on his/her ability to access the curriculum

LEARNING DIFFICULTIES AND/OR DISABILITIES AND GIFTED AND TALENTED PUPILS

- The school recognises that most EAL pupils needing additional support do not have LDD. However, should LDD be identified at any time, EAL pupils will have equal access to the school's LDD provision through the Staged Intervention Process.
- 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.

PARENTS AND THE WIDER COMMUNITY

- We provide a welcoming admission process during the new child's settling-in period which includes support for their families/carers.
- We take account of parents' linguistic, cultural and religious backgrounds when communicating with them by ensuring that our written and spoken language is effective through the use of plain English.
- We aim to work closely with members of the wider community to support our EAL pupils.