



EAL Policy

A policy that embraces English as an additional language and those pupils that are bilingual

(Whole School including EYFS)

Schools in the UK have a statutory obligation under the Equality Act (2010) to promote equality of opportunity for pupils whatever their race, religion or belief.

Pupils who speak English as an additional language (EAL) are entitled to equal access to the whole curriculum and to assessment procedures as outlined in the QCA document 'A Language in Common' 2000.

- All pupils with EAL needs have supported access to the curriculum.
- Bilingualism is seen as an asset and a learning opportunity.
- Communication with parents is effective.

Key Principals 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, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling correct uses of language.
- The focus and use of additional support time are seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs. Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and, where applicable, to build on their existing knowledge and skills.

English as an Additional Language Register

The register has been compiled from data given to us from the parents through the form of a questionnaire. The results from the data have been organised into simultaneous and sequential language learner types.

Please refer below to the definitions of such language learner types as stated in the article 'New Paradigm for the Study of Simultaneous v. Sequential Bilingualism' by Suzanne Flynn (1), Claire Foley (1) and Inna Vinnitskaya (2) (1 MIT and 2 University of Ottawa).

<http://www.lingref.com/isb/4/060ISB4.PDF>

“Research still pursues ways to understand whether there are essential differences between both the nature of the acquisition process and the ultimate organisation of the grammars in the mind of an individual who has acquired two or more languages at the same time (simultaneous bilingualism) and that of an individual who has acquired one language and then subsequently acquires another (sequential bilingualism or second language acquisition).”

Avon House Preparatory School endeavours to use this information to support children with their English language skills across all subjects. It should be noted that support given as described in the EAL Policy will be given according to the pupil’s needs as assessed by the Inclusion Lead and the Head of MFL.

Data compiled by the Inclusion Lead and the Head of MFL.

Support for Pupils on EAL Register

Teachers will incorporate these methods according to the individual’s language development:

- Work with pupils and parents to:
 - provide positive role models
 - raise self-esteem
 - support understanding, concept development and assessment
 - raise language awareness of all pupils
 - support home-school links
- Provide opportunities for the pupils to work bilingually or in first language (L1) e.g. through dual language stories and songs and ‘language of the month’
- Check spelling and pronunciation of pupils’ and parents’ names.
- Ensure effective two-way communication of information via interpreters translations to the best of their ability if required.
- Report progress to parents effectively.
- Record language, cultural and religious information at admission.
- Encourage parents’ active participation in the setting e.g. using bilingual skills for storytelling, labels etc. sharing information, skills and artefacts as appropriate.
- Celebrate cultures and religious events through assemblies, themed weeks and RE lessons, and the engagement of both parents and pupils (see SMSC Policy).
- Use languages of the month which represent the diversity of the language spoken at school and global languages.

Procedures for EAL Families

- The school has appointed the Inclusion Lead as the EAL co-ordinator, assisted by the Head of Modern Foreign Language.
- When necessary, a meeting will be set up with the Inclusion Lead and Head of MFL for EAL children and their families on entry to Avon House. They will greet new parents and gather background information about the pupil at this meeting. This data will be shared with key personnel. It will be used as a tool for the class teacher and the EAL Lead/ Inclusion Lead to discuss whether any additional support will be needed for the child.

- The register will also provide us with data, to inform staff, pupils and visitors the percentage of pupils that are exposed to additional languages at home and the wide range of languages spoken by our pupils
- A welcoming environment will be provided for newly arrived pupils with EAL, ensuring peer buddies are allocated and pupils are familiarised with the physical layout of the school

Supporting Pupils New to English

- Recognise that the pupil may experience a silent period.
- Praise and accept efforts to join in or communicate.
- Pair the silent pupil with a confident, co-operative peer with strong English language skills.
- Record observations of the pupil's communication skills including non-verbal gestures, body language and other signs of understanding.
- Use clear, natural speech and continue talking or repeat even when the pupil does not respond.
- Enhanced opportunities for speaking and listening.
- Ensure the pupil is supported during whole group times.
- Use lots of visual support, objects, pictures, non-verbal gestures etc (Visual timetables and photographs).
- Give pupil roles and tasks requiring little or no English e.g. helping to share out drinks and food at snack time, tidying etc.
- Enable the pupil to join in the full range of activities.
- Use consistent routines, visual timetables, explain to pupil and parent so that the pupil knows what to expect.
- Use additional verbal support e.g. repetition, modelling varied questioning etc.
- Ensure pupils' home languages are reflected in the resources the setting provides.
- Ask pupils who have the same L1 language to translate and interpret for them using the pupil's first language to support learning.
- Teach and use basic signs (BSL and Makaton) to help communicate personal needs such as toilet, milk, water, sad, happy etc. in EYFS.
- Singing/signing songs and rhymes (a regular session learning BSL and Makaton in EYFS)
- Give multilingual materials a high profile: displays, signs and literature upon assessment of the pupil's needs.

Support for pupils' developing use of English

- Recognise that young bilingual learners need time to observe, try out unfamiliar toys, tune into the new language.
- Ensure that stories and books have illustrations, repetition and language patterns; use a variety of visual props.
- Emphasise or repeat key words and phrases during practical activities.
- Ensure the pupil is not placed first in turn taking games so s/he can rehearse and hear repeated phrases before responding.
- Use songs and rhymes with actions and group refrains.

- Ensure tasks are cognitively demanding, e.g. do not give basic colour/object matching tasks simply because the English vocabulary needs consolidation; match task learning demands to the pupil's needs.
- Understand that pupils who now use English fluently may still require extra support in grammar, tenses and comprehension of text (see English policy).

Recognising and positively sharing diverse cultural experiences

- Representation of people (dolls, puppets) are accurate and realistic, e.g.: skin tones, facial features, hair textures.
- Language of the month to represent the varied languages spoken throughout the school.
- Themed days to celebrate different cultural events ie Diwali, Chinese New Year. Pre-Prep children dress up and carousel doing various activities. All children participate in a themed lunch.
- A section in the library has a range of foreign language books that can be accessed by all children.
- Teacher to share their culture with pupils, and pupils to share theirs.
- Working alongside the Humanities Lead to promote and celebrate 'Diversity Day' and 'Black History Month'.

Working towards an anti-bias curriculum

- The school ethos is fundamental to the quality of the learning environment. Pupils will flourish where they are valued and their self-esteem is high. Their values and attitudes are shaped by their carers and teachers. All our pupils need to learn respect for one another and to delight in linguistic and cultural diversity from their earliest years.

We aim to ensure that, by the time they leave Avon House School, all EAL pupils are able to:

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

Useful websites

<http://eal.britishcouncil.org/>

<http://www.newburyparkschool.net/langofmonth>

<http://www.mamalisa.com> (nursery rhymes in many languages)

<http://www.primaryresources.co.uk/letters/> (a selection of translated letters for school)

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