

Hemdean House School



Policy for Pupils with English as an Additional Language

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DISTRIBUTION: Governing Body, Website, Hub, Policy Folders.

Definitions

***EAL**

EAL stands for 'English as an Additional Language'. The term refers to learners who are new to English. These learners already speak one or more languages at home, with English as an additional language rather than a second language.

***Bilingual**

A bilingual is a person who knows and uses more than one language at home and at school. A balanced bilingual person speaks, reads and writes two languages equally well. Occasionally pupils arrive at Hemdean House with little or no English; or as bilingual pupils, speaking English at school and their native language at home.

Rationale

For a school to be stimulating and happy learning environment, all pupils must have equal access to learning opportunities. Hemdean house School is committed to helping the EAL pupils improve their English language proficiency to a level where they are able to successfully communicate, learn and enjoy school life and access the curriculum.

The School Register of EAL pupils

Pupils in the school who are EAL are included on a list which is circulated to all members of staff. The list can be found on the hub.

Assessment of newly arrived EALs

To obtain a good understanding of the child's needs the school will:

- Discuss with the parents the child's previous educational experience;
- Know the cultural background of the child;
- The class teacher will assess the child's social, personal and academic needs and share this information at junior staff meeting.

Teaching, Learning, Curriculum and Organisation

Teachers will, as appropriate, apply various curriculum support strategies for the EAL pupils in their class.

- A child with very little English may start initially in the class below if this is thought to be appropriate (usually only infant pupils)
- Follow a 'settling in' procedure, in which the child feels comfortable, welcomed and secure with staff and peers.
- Apply visual support where possible, objects, non-verbal gestures, facial expressions, peer actions, pictures and photos.
- Place the pupil centrally within the rooms so that he or she has access to all visual cues to meaning: board, teacher, peer actions.

- Group the pupil with strong English language peer models, rather than in low ability grouping.
- Provide activities requiring talk and interaction, even though the EAL may at first be a passive observer, s/he will be learning while listening.
- Learn songs and rhymes with the class
- Give verbal support, including repetition, questioning requiring /yes/no/ single word responses, and use clear instructions.
- Make sure the pupil has opportunities to practise and rehearse new language items and to hear peer use before being asked to respond.
- Provide the pupil with roles and responsibilities requiring little or no English, e.g. give out equipment or accompany a fluent peer in taking a message.
- Use reading materials where text is placed in meaningful context.
- Include culturally and linguistically familiar topics and materials, making links between home and school, building confidence and promoting self esteem in the pupil.
- Praise the pupil at any attempt to produce language correctly use stickers/stars that are easily recognised as a reward rather than written comments.
- Set up a weekly programme to learn the language, either in a group or one-to-one session.
- Use programmes and games on the internet to help language development.

Do not worry if the child is not offering any English; understanding comes before speaking and he/ she may undergo a silent period.

An adult giving support may be more effective within a group activity rather than in one-to-one support.

It may be helpful to have an English/Other language dictionary in the classroom; the child's parents may be able to help with this.

Audio tapes accompanying texts and dual language books may prove to be a helpful resource.

If specialist teaching is deemed necessary the parents would be informed and would be charged for this one to one support.

Staff Training

Currently there is no staff training from outside agencies, but the staff meet regularly to discuss curriculum approach to EALs. The class teacher, SEN coordinators and support staff all have a part to play in aiding the EAL pupil. Resources are shared and among the classrooms. Resources can also be found on the hub for teachers' reference.

Leadership and Management

The Head teacher, Deputy Heads and literacy coordinator will:

- Monitor the school's provision for pupils identified as having EAL;
- Ensure all staff teaching pupils with EAL are aware of each individual's language needs;
- Monitor the progress of all pupils identified with EAL.

Other considerations

EALs are encouraged to keep their linguistic and cultural identity. The school supports this in different ways:

- The EAL can relate his/her personal experiences to the class.
- He/she can bring in cultural artefacts and books to share with the class.
- He/she can teach his/her peers simple greetings in their language.
- The class teacher shares the location of their country on a world map.
- The content of the class curriculum with reflect the multicultural society in which we live.
- Respect the EALs cultural traditions.

***References**

<http://www.lbbd.gov.uk/Education/Documents/language-guidelines.pdf>