English as an Additional Language Local Policy

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Introduction

At Ryecroft School, we celebrate the fact that children may speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum and education against racism and promoting language awareness.

Aims

The National Curriculum secures entitlement for all children in all key stages, to several areas of learning. It gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Supporting pupils for whom English is an Additional Language

Prior to pupils joining Ryecroft School, a comprehensive assessment of needs and aptitudes is carried out. The findings from these assessments are used to inform planning for learning and identify where specific support is needed. Through our admissions process, staff will seek to establish: pupils' linguistic background and competence in other languages; previous educational experience and the pupils' family and biographical background.

At Ryecroft School, our education team take action to help pupils who are learning English as an additional language by various means:

Developing their spoken and written English by:

• ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;

• providing many opportunities to review, revise, repeat and relearn key words and phrases to secure learning displaying key vocabulary around the school, this includes labelling of everyday items to develop recognition of letter formation and match to sounds;

• explaining how speaking and writing in English are structured for different purposes across a range of subjects;

• providing a range of reading materials that highlight the different ways in which English is used;

• matching reading materials to letter sounds to support early reading so that pupils are able to make links in their learning;

• phonic knowledge developed through our phonics programme. Additional support in segmenting and blending provided within lessons and guided reading sessions;

• access to a range of texts from different cultures;

• celebration of events from around the world, exploring cultural identities;

• focused intervention work for pupils needing support in specific areas;

• ensuring that there are effective opportunities for talking, and that talking is used to support writing;

• encouraging children to transfer their knowledge, skills and understanding of one language to another;

• building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

• using accessible texts and materials that suit children's ages and levels of learning;

• making sure resources are matched to needs and aptitudes of pupils;

• providing support through ICT, video or audio materials, dictionaries and translators and readers;

• setting targets in literacy for targeted children.

• Use of Assisted Technology to support with the learning of key materials.

Curriculum access

All children at Ryecroft School follow a targeted curriculum to meet the individual needs of all pupils. Learning is personalised to support independence, develop life skills and enable meaningful progress throughout their journey with us.

Children with English as an additional language do not produce separate work, unless within a focused target intervention group. We do provide additional support for EAL pupils. This may involve receiving one to one support or small group learning and intervention.

All staff will promote the Key Principles of additional language acquisition:

• EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching language as well as other subject content;

• Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit;

• Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible;

• Language develops best when used in purposeful contexts across the curriculum;

• The language demands of learning tasks need to be identified and included in planning;

• Teaching and support staff play a crucial role in modelling uses of language;

• Knowledge and skills developed in learning the first language aid the acquisition of additional languages;

• A clear distinction should be made between EAL and Special Educational Needs Assessment;

• All EAL pupils are entitled to assessments as required;

• Staff has regular liaison time to discuss pupil progress, needs and targets;

• Progress in the acquisition of English is regularly assessed and monitored;

• Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition;

• Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis;

• Planning for EAL pupils incorporates both curriculum and EAL specific objectives;

• Staff regularly observe, assess and record information about pupils' developing use of language;

• When planning the curriculum, staff will take account of the linguistic, cultural and religious backgrounds of families.

Parental/Community Involvement

School staff strives to encourage parental and community involvement by:

• Providing a welcoming induction process for newly arrived pupils and their families/carers;

• Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications;

• Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible;

• Celebrating and acknowledging the achievements of EAL pupils in the wider community;

• Recognising and encouraging the use of first language;

• Helping parents understand how they can support their children at home, especially by continuing the development of their first language.