

# Heathland School English as an Additional Language (EAL) policy including EYFS

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Due for Review- Sept 2022

## Introduction.

At Heathland, all our children are important and this applies to all aspects of their education, their teaching, learning, achievements, wellbeing and attitudes.

There are currently no EAL students within the main school, from Reception upwards. The Nursery and Kindergarten do however have EAL pupils.

At Heathland we recognise the importance of multilingualism, and the importance of community languages in their own right.

The aim of this policy is to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

## Teaching and Learning Style

At Heathland School and in the EYFS, staff use various methods to help children who are learning English as an additional language, developing their spoken and written English by:

- Working with parents to ensure they are fully developing and utilising a wider vocabulary.
- Ensuring that there is room for progression from everyday meanings to vocabulary that covers the technical aspects of the language.
- Covering metaphors and idioms as well as key words.
- Explaining the uses of written and spoken language, and the range of purposes.
- Providing a range of reading materials to exemplify the different ways English is used.

- Giving them appropriate opportunities for talking and using talking to support writing and comprehension.
- Providing specialised support/intervention in phonics, reading and spelling as necessary.

### EAL and inclusion.

In the Foundation Stage/ EYFS, we provide opportunities for children to develop their English and we provide support for them to take part in activities.

The Foundation Stage helps children learning English as an additional language by:

- Building on experience of acquiring languages at home and in the wider community, so that this experience supports their use of developing English.
- Providing a range of opportunities for them to engage in English speaking and listening activities with peers and adults.

### EAL within the Key stage 1/ Key stage 2 /Key Stage 3 setting.

The following guidelines are given in order to allow staff to strive to meet the needs of EAL children.

1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
2. To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
3. To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
4. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
5. To use key visuals and other strategies to support children's access to the curriculum.
6. To ensure that language and literacy are taught within the context of all subjects.
7. To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
8. To actively liaise with parents to help them to support their children's learning.

9. To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
10. To ensure that EAL pupils are assessed in their first language *where possible* and where appropriate.
11. To seek first language assessment to ensure the accurate identification of SEN.
12. To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
13. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
14. To celebrate multilingual skills and promote linguistic diversity with all pupils.