



# Milverton House School and Nursery

## **EAL Policy**

We celebrate the fact that many of our children 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.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

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.

The National Curriculum secures entitlement for all children to a number of areas of learning and 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 is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

At Milverton House School teachers take action to help children who are learning English as an additional language by various means.

Developing their spoken and written English by:

- Recognising and supporting that vocabulary work covers the technical as well as the everyday meaning of key words
- displaying key vocabulary or utilising recognisable symbols for specific words with verbal reinforcements
- demonstrating 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;
- 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;
- Providing support through ICT, video or audio materials.
- Recognised targets in literacy for children

## **Guidelines**

At Milverton House we aim

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To identify language outcomes for all curriculum areas and include in planning.
- To promote and encourage whenever practicable the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To actively liaise with parents to help them to support their children's learning.
- Wherever necessary to facilitate parents' access to school life by providing information and support especially for parents' evenings, school events and teacher meetings to support parental involvement.
- To monitor the results of tests by language and ethnic group and set targets to address any underachievement identified.

## **Curriculum access**

All children at Milverton House School follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We may withdraw children from lessons to receive EAL support in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English.

Teaching support may also work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children. In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

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

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing support to extend vocabulary;

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

### **Teaching**

Class teachers are responsible for:

- producing effective planning that identifies the key role of all support staff
- allowing for collaborative group work
- providing frequent opportunities for speaking and listening
- providing effective role models of speaking, reading and writing
- providing additional verbal support e.g. repetition, alternative phrasing, peer support
- offering additional visual support e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- making use of bilingual resources
- making writing frames available, appropriate to tasks
- timetabling opportunities for role play and observing language acquisition through modelling
- encouraging discussion before and during reading and writing activities, using language where appropriate reviewing texts and speech in all subjects prior to teaching with a view to preparing for explanations of unfamiliar vocabulary and phrases.
- using a variety of strategies to introduce a lesson e.g. oral, written, pictorial, graphical, etc.
- correcting the use of children's grammar [spoken and written], as appropriate, and allowing them time to repeat corrections to the teacher.

### **The role of the Head teacher and SMT**

The head teacher will review applications to assess the requirements of individuals as they enter the school. This will allow for an inclusive education for all children through the provision of targeted support and teaching methods. The involvement of Speech and Language professionals in Early years will support the children and staff

as they enter Milverton House School. By holding primary discussions with parents guidance can then be directed to the staff and adults at the school and support to the parents. The head teacher will support the use of targeted educational resources to assist children during their time at Milverton House.

This policy will be reviewed by the school on a regular basis to support children within the school for whom English is an additional language.

**Signed O Pipe**

**Dated 3/8/17**