

# STROUD SCHOOL: ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

This policy is applicable to all pupils including those in the EYFS

## **Introduction**

At Stroud School the term EAL means English as an additional language, and includes children for whom English is not the first language spoken at home, and children who are bilingual. For children whose home language is not English we endeavor to provide opportunities for children to develop and use their home language in play and learning supporting the language development at home.

## **Aims**

- To create a welcoming and supportive environment which will encourage EAL pupils to participate fully in all areas of school life.
- To value and respect the cultural and linguistic identities of EAL pupils, and use these to enrich the learning of all pupils.
- To ensure sufficient opportunities are provided to develop the oral and literacy skills of EAL pupils so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.

## **Equal Opportunities**

We value and respect the cultural identities and experiences of all pupils and these are celebrated through both class based and whole school activities. We recognise that the use and development of each child's home language is an essential part of his/her linguistic development. Good cognitive skills in his/her first language will transfer to a second language.

## **Learning and Teaching**

EAL learners work in a variety of group and whole class situations where first language speakers provide a positive role model. Some children may benefit from a 'buddy' who has strong linguistic skills. The class teacher will also differentiate activities in relation to the child's particular language needs. They will also liaise with parents and assist with communication if necessary.

Wherever possible, reasonable steps should be taken to enable children to develop and learn their home language - through play or learning - using books, games and by offering opportunities to play with other children who speak their home language at school.

EAL learners take part in English lessons and dependent on needs, may receive additional EAL 1:1 support with an LSA, under the guidance of the SENCo. Additional support may be sought from Hampshire EMTAS.

Children will be using English across the curriculum throughout the day.

We acknowledge that even the most advanced learners of English need continuing support in order to reach their full potential and we recognise that all pupils benefit from praise and positive correction.

## **Planning, Assessment and Record keeping**

Classroom activities will be differentiated by task, outcome, resources, and support. Staff may be supported in planning for EAL children by the SENCo or EAL trained members of staff.

Strategies and resources used may include flash cards with high frequency/ topic words and word banks, iPad apps that support translation and English language learning and other language support games. LSA's should also be deployed appropriately to support pupils with EAL.

Assessment will be as per our normal school assessment programme wherever possible, however access arrangements will be considered and 1:1 exam support may be provided depending on need.

When assessing Communication and Language and Literacy skills in the Early Years, practitioners must assess children's skills in English. If a child does not have a strong grasp of English practitioners must explore the child's skills in the home language with parents to establish whether there is cause for concern about language delay.