

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

This policy is applicable to all pupils within the school, including the Early Years Foundation Stage (EYFS). This document is available in written format upon request and a copy can be located on the school's website.

RATIONALE

Bilingualism is an accepted part of life in most countries in the world. Research has shown it is not a disadvantage; in fact it can benefit cognitive skills.

Bilingual English as an Additional Language learners (EAL) in schools in Milton Keynes come from a variety of language backgrounds. Some have arrived at school having had a certain amount of exposure to the English language and the local culture and others are newcomers to both. Some have developed literacy skills in their home language and others are pre-literate. Some have comparable schooling to their age equivalent peers and others may have experienced interrupted or no previous education.

The school is committed to making appropriate provision of teaching and resources for bilingual pupils.

Each pupil's needs will be identified. The skills they bring to the school will be recognised. We will ensure equality of access to the curriculum.

UNDERLYING PRINCIPLES

All bilingual EAL learners are entitled to the full range of pre-school and statutory education services. All bilingual EAL learners are entitled to equal opportunities of educational success. Bilingualism/multilingualism is an achievement that is educationally enriching.

Having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of bilingual EAL learners are not identical neither are they mutually exclusive.

PRE-PREPARATORY AND PREPARATORY CHILDREN, INCLUDING EYFS

Full support will be given to any child in our care for whom English is an additional language.

The Head of Department, in consultation with the child's class teacher and the parents or guardians of the child, will develop an appropriate programme of support for each individual child.

Visual resources are available to help with general language acquisition. Each activity within the classroom will be differentiated so that every pupil is able to access the curriculum effectively. Individual resources will be prepared to help the child understand the importance of their home language.

Progress will be continually monitored and parents kept informed.

EAL OBJECTIVES

The school aims to achieve the following objectives:

- To ensure that all bilingual EAL learners participate in and gain access to mainstream provision.
- To support bilingual EAL learners in their acquisition of English language skills across the curriculum.
- To ensure that bilingual EAL learners attain levels appropriate to their intellectual ability.

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- To assess and monitor progress in the acquisition of English as an additional language for all bilingual EAL learners.
- To provide training for subject/class teachers in strategies that will address the needs of bilingual EAL learners.
- To develop resources, including home language materials that will enhance the linguistic skills and conceptual understanding of bilingual EAL learners.
- To develop home/school/community links.

ASSESSMENT

- The needs of bilingual pupils are assessed and levels of English measured.
- We do not consider bilingualism to be a learning difficulty.
- Bilingual pupils in the Preparatory Department will take the usual school examinations.
- Other assessments will comply with procedures used for all other pupils in the school.
- Care will be taken to ensure that assessment is not culturally biased against pupils from particular ethnic groups or influenced by assumptions about the relative abilities and characteristics of different ethnic groups.

TEACHING AND LEARNING ETHOS AND APPROACH

All pupils, including EAL learners, have curriculum learning needs. Language is best learned in a meaningful context which is the mainstream classroom. The richness of linguistic diversity should be celebrated throughout the curriculum.

Knowledge and understanding of other cultures can be enhanced for indigenous pupils by drawing on the experiences of bilingual EAL learners and integrating it into the curriculum.

Plans will identify the language development needs of the pupil and provide differentiated learning opportunities matched to that pupil's needs. We will develop pupils' English language skills in line with the school curriculum.

If necessary, we will provide regular extra support for the pupils in small groups. This support should foster a positive attitude to the learning of English by developing:

- Knowledge and understanding of spoken and written forms of English.
- The ability to listen and read.
- The ability to communicate effectively through the written and spoken word.
- Knowledge and understanding of the grammar of English and the ability to apply it accurately in the appropriate context.

CONCLUSION

It is evident that the progress of bilingual EAL learners is significantly influenced by school and community ethos and by teacher attitude and expectation. It is therefore important that the school values and celebrates cultural and linguistic diversity.

The Policy for English as an Additional Language has been reviewed on 31 August 2018 and will be reviewed, on or before 31 August 2019.