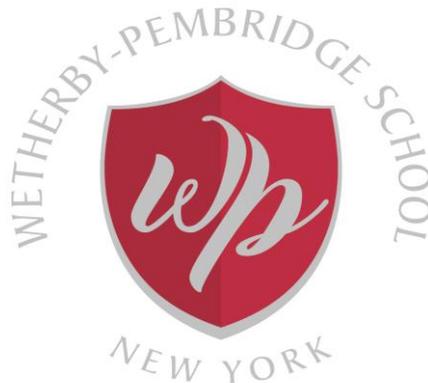# WETHERBY-PEMBRIDGE SCHOOL
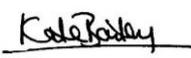
EAL Policy

September 2018-August 2019

Policy written by: Kate Bailey

Review date: June 2018

Next review date: June 2019

Signed: *Kate Bailey*

Submitted: June 2018

This Policy was created in 2017 and will be reviewed annually.

Policy Statement

We are welcoming increasing numbers of EAL children and all will have their own, individual experiences and backgrounds. For the purpose of this document, we will use EAL as an umbrella term that encompasses all levels of bilingualism and any child learning and using English as an additional language. We understand that children will start at Wetherby-Pembridge with differing levels of bilingualism and fluency in English. Partnership with parents is vitally important to a child's progress and we promote how valuable it is to continue speaking their first language.

Statement of Intent

A child will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language.

All children should have equal access to a broad, balanced curriculum and be given the opportunity to communicate in any first language, as it has a continuing and significant role in identity, learning and acquisition of further language development. We promote equal opportunities and anti-discriminatory practices; differences are celebrated, and any resulting needs are addressed (see Equal Opportunities Policy).

Aims and Objectives

- To welcome the cultural and linguistic experiences of every EAL pupil and ensure we meet their full range of needs.
- To maintain a child's self-esteem by acknowledging and celebrating their individual culture and skill in their first language.
- To implement strategies and monitor pupil's progress to ensure they are supported to access the complete curriculum.
- To support EAL children in becoming confident and fluent in English so as to fulfil their potential.

To support the above aims, staff members adhere to the following procedures:

- Gather and share information on the child's background (including languages the child speaks, religion, cultural customs and traditions, any dietary requirements). Let parents know that we welcome and celebrate different languages and festivals in school.

- Establish consistent and simple daily routines, check that the child understands what to do, and if necessary repeat explanations and directions on a one-to-one basis.

- Use lots of visual support, gestures, pictures and objects to aid understanding and language development.

- Acknowledge pupil's attempts to communicate; children will often switch between languages and will often understand more than they can verbalise.

- Appropriate language and grammar is modelled by all staff, using lots of repetition and positive interactions. Targeted vocabulary and key language structure will be identified and used in the child's individual and class planning.

- Planning for the consistent inclusion of EAL pupils in small group activities which enable frequent meaningful episodes of interaction with peers in activities which promote communication.

- EAL children will often go through a silent period before they are confident to speak English or may not want to use their home language for a variety of reasons. Providing a running commentary of talking through actions will model the use of language.

- Non-verbal responses will be built on and interpreted as effective turns in conversation and be used to provide an English translation. One-word and short phrase responses are paraphrased and extended to longer sentences.

We recognise the important role of parents and we strive to maintain quality partnerships with parents and carers to ensure every possible support is provided.

On entry we will gather information via our Language mapping form and other initial parent forms to further inform us as to the child's home abilities and support in language.