

# Henry Hinde Junior School



English as an additional language  
Policy  
2022-2023

## **PURPOSE OF POLICY:**

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

## **OUR EAL PRINCIPLES:**

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.

## **WHEN THE PUPIL ARRIVES:**

### **Information Obtained from Parents:**

- Home languages, including proficiency of written and spoken forms.
- Educational background (years in school, significant gaps, strengths, levels of attainment, SEN etc)
- Religion/ethnicity/refugee origin
- Dietary restrictions
- Access to community schools

### **Information Imparted to Parents/carers:**

- Ensure School induction pack is talked through and understood by parents. This should be made available in both English and the first language in question.
- Provide pictures/photographs of uniform/dress requirements and details of suppliers
- Discuss lunch arrangements
- Discuss timings of the school day and pick up arrangements.
- Inform parents about English school system including yearly progression, teaching styles and classroom ethos
- Discuss behaviour policy

- Homework policy
- Give family a tour around the school
- Give a named key contact (SLT member) and discuss best means of communication (verbal, written – text messages, emails etc.)
- Introduce any key adults (teacher, LSA etc)

#### **ALLOCATION TO CLASS & GROUPING:**

- 3 days should be allowed for teachers to prepare for the arrival of the child
- Consider placing the pupil with peers who share the same language. Review frequently.
- Place pupil in middle ability settings (do *not* automatically put in lower ability/SEN groupings)
- Seat the pupil near fluent English speaker to provide good language models
- Prepare class for the new arrival
- Ensure equipment, tray, equipment and lockers are allocated and labelled prior to arrival
- Identify and brief willing ‘buddies’

#### **Ensure that:**

- Relevant information has been distributed to appropriate staff
- Consideration is given to past educational experience, assumptions and expectations

#### **Promote A Welcoming Environment:**

- Introduce the pupil sensitively to the class
- Establish a ‘buddy’ system
- Show pupils their home language is valued and encourage its use
- Teach the class a few phrases in the pupil’s home language
- Show the pupil around the school again – make sure they know where the toilets, office and water supply are
- Supply the pupil with basic survival English, perhaps through the use of picture cards, communication fans etc.
- Sit pupil close to the teacher and board
- Display and use bilingual resources

#### **MAKE OPPORTUNITIES FOR THE PUPIL TO:**

- be practically involved in the classroom, e.g. give out books with partner, share errands
- feel included through the planning of activities which rely on receptive understanding with visuals (action games, practical activities etc.)
- use their home language through discussion with peers or in writing
- hear good models of English from peers
- identify their culture within the classroom
- have time out if tired / stressed
- learn key words and phrases (without pressurising pupil to talk)
- take part in activities they enjoy
- interact with model English speaking peers using simple language games, e.g. bingo, board games

#### **Note that:**

- The child may remain silent for some time
- The pupil may get tired very quickly
- The pupil will respond slower to instructions
- Frustration may lead to unsettled behavior

- Pupils can become distressed by not being able to take part
- As well as learning a new language, the pupil is also coping with a new culture and environment and may be missing family and friends

### **AS THE PUPIL BEGINS TO SETTLE IN:**

#### **Planning:**

- key language needed for the pupil to access the lesson and make reference throughout the lesson
- Pre-teach key language
- Plan for the use of key visuals/diagrammatical representation
- Have high expectations and not automatically place in lower ability groupings
- Provide opportunities for the pupil to record work in a non-written form
- Encourage the use of the pupil's home language
- Provide access to audio/visual and computer equipment to provide natural repetition of task and content and develop independence
- Plan for small group and pair work involving simple speaking activities (barrier games, etc)
- Identify the language structures you want the pupil to use as well as any new vocabulary, e.g. *they are all blue / these are all triangles.*
- If appropriate, plan for short withdrawal sessions.

### **MONITOR AND OBSERVE:**

- Non-verbal behaviour
- Integration and involvement with peers
- Attendance
- Responses to adults
- Parental contact
- In-class activities

### **PARENTAL SUPPORT:**

- Maintain regular contact with parents
- Include parents in school life
- Encourage use of home language to support school work
- Differentiated homework tasks

### **COMMUNICATION:**

- Speak clearly and repeat key words and phrases
- Do not over-correct developing English
- Provide good role models of both social and formal English language through placement of the pupil within the class
- Where possible, translate instructions/key vocabulary etc, into first language (visual/audio bilingual dictionaries on the web)
- Give the child a glossary book where they can record new vocabulary in English with an explanation in their home language

