

Member of staff responsible : Head of Learning Support
Date of policy review : December 2016
Next review date : December 2018
Approved by Governors : 27th June 2017

King's House School **English as an Additional Language Policy**

This policy applies to the whole school including the EYFS.

At King's House School, we recognise that variety of language and culture brings a rich resource to the life of the school. We also recognise the school has a responsibility to provide access and opportunity for those with different cultural backgrounds and to recognise the diverse needs of the children for whom English is an additional language.

Aims and objectives

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 by:

- Ensuring they have the opportunity to access the full curriculum.
- Helping them achieve a command of English language skills necessary for effective communication and learning.
- Encouraging them to achieve the highest possible standards, which we do by taking account of each child's life experiences and needs.
- Ensuring that all staff recognise their responsibility to support the language development of EAL pupils.
- Recognising that learning an additional language may present a challenge to curriculum access but must not be confused with learning difficulties.
- Fostering a supportive atmosphere, which gives recognition to the pupils' skills as bi-lingual learners.

Admissions

Nursery and Reception (Early years)

It is not necessary for a child starting in the Early Years, unless in the final half term of Reception, to speak English confidently or fluently.

We will work closely with the parents of EAL children and agree, with them, a strategy to provide opportunities for their children to use and develop their home language in play and learning, support

their language development at home, and ensure they have sufficient opportunities to learn and reach a good standard in English Language.

Junior Department (Years 1 – 3)

It is more important at this stage for a child to speak a reasonable level of English and to have a basic understanding of written letters and sounds.

Senior Department (Year 4 – 8)

In order to cope with the academic and social demands of the Senior Department years, children will need to be able to speak and write English to a reasonable standard from Year 4 upwards. Consideration should be given as to the pupil's potential readiness if they intend to sit entrance exams at 11+. For those sitting 13+, we would expect children to have a high level of written and spoken English.

Ultimately, each case will be considered on an individual basis. In all cases, the school will discuss with parents their aspirations and plans for their child's education so that an informed decision regarding the school's potential to meet the parents' expectations can be made. It is important to note that parents having EAL can be an issue for the school to manage as this can impact on the child's development.

Identification

Additional languages spoken by pupils should be brought to the school's attention during the admission process. Depending on the age of the child, the staff may arrange for the child to be assessed further in order to identify their exact needs. Staff will liaise with parents to discuss potential strategies, which could include English lessons or receiving education off- site at the parents' expense.

Teaching and Learning

The school maintains a register of pupils who have EAL. Pupil who experience difficulties with learning related to EAL needs will be raised with the Head of Learning Support. If extra support is needed, then this will be discussed with parents. However, the following key principles are followed:

- Language develops best when used in purposeful contexts across the curriculum.
- Additional support is best seen as an integral part of the curriculum and lesson planning.
- There is a significant distinction between EAL and Special Educational Needs.
- Access to learning requires attention to words and meaning embodied in each curriculum area.
- Meanings and understanding cannot be assumed and need to be explored.

The school and the parents will need to work together to support an EAL child. Parents will be encouraged to read to their child in English, to listen to their child read in English, listen to English stories, watch English television and speak in English in the home. It is understood, however, that these activities may need to be balanced with other languages and cultural activities which the family must nurture.