

Purbrook



Infant School

English As An Additional
Language Policy

Statement

At Purbrook Infant School we acknowledge the importance of ensuring that all learners of English as an Additional Language (EAL) are appropriately supported to access the full curriculum to reach their academic potential. We recognise the need for children and their families to use and maintain their home (first) languages and that this will, in turn, support their learning and understanding in school.

Aims of the school

- To understand the differing needs of all EAL learners within the school, in reference to languages spoken, how far into their language acquisition journey they are, and how literate they are in their home language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To provide a range of resources, positive role models and additional outside support, if needed, to ensure EAL pupils have equal access to the curriculum.
- To promote equality of opportunity for all learners for whom English is an additional language.
- To ensure that EAL pupils are assessed in their first language where appropriate.
- To seek advice from EMTAS where there are concerns about a child, to ensure the accurate identification of SEN.
- To celebrate first language and its importance in learning and understanding, by providing a range of displayed vocabulary, bilingual resources and by giving children opportunities to use their first language to support their access to the curriculum.
- To promote and encourage pupils to use their first language, e.g. through audio-enabled ICTs, such as Microsoft Translate or Google Translate, for children who are not literate but who understand/speak another language.
- To promote academic achievement by ensuring that EAL pupils are grouped appropriately by academic ability where required, and giving EAL pupils access to good language role models wherever possible, such as during topic work.
- To liaise with parents to help them to support their children's learning. This may be through:
 - ❖ Providing early identification of new topics
 - ❖ Providing lists of key vocabulary and information books on new topics to allow parents to discuss with children beforehand
 - ❖ Orally communicating any changes in daily routine, for instance, a dress down day, or explaining about an upcoming school trip
 - ❖ Ensuring parents fully understand all extra-curricular opportunities that their child may be entitled to attend
- To monitor half termly data to ensure that EAL pupils are making at least equal progress to the rest of the cohort, and identifying early any areas for support.
- To complete Bell Foundation grids termly to help assess language acquisition and provide support with planning, and to ensure support staff are aware, and understand, these.
- To celebrate multilingual skills, cultural diversity and linguistic diversity with all pupils.
- To celebrate aspects of EAL pupil's cultures in the mainstream curriculum, e.g. songs, games, and festivals, which would also be a positive learning experience for all children so that they begin to have more awareness of each other's cultures and languages.
- To ensure adequate pupils are trained in the Young Ambassador Scheme to ensure that new arrival EAL children will be supported by their peers to feel part of the school.