

Cognita Schools Ltd

English as an Additional Language Policy

Meoncross School

including EYFS



October 2015

SCHOOL AIMS

- Academic Excellence
- Achievement in a wide range of activities
- Care and respect for the individual within a safe environment
- Creating opportunities for challenge and leadership
- Good discipline and a sense of order
- Service to others – in school and in the community

English as an Additional Language Policy

At Meoncross School, teachers and support staff work hard to identify, assess and make provision for children with English as an additional language. This policy is a whole school policy and applies to all members of Meoncross School including the EYFS (Early Years Foundation Stage). The purpose of this document is to provide information about our approach and procedure that will enable all partners to work together for the benefit of children with English as an additional language. It follows the guidance set out in the Statutory Framework for the Early Years Foundation Stage published by the Department of Education 2012.

Our Aims

- To provide equal access to educational opportunities for children with English as an additional language.
- To assist all pupils to become competent users of spoken and written English.
- To promote and develop self-esteem and confidence in pupils with a non-English speaking background.
- To ensure that equality of opportunity is available to all members of the School community.
- To ensure that equality permeates all aspects of school life and is the responsibility of each member of the school community.
- To ensure that each member of the School community should feel safe, secure, valued and of equal worth.

Provision

Meoncross School follows the total immersion ethos but on initial entry to the school in-class support, via the Learning Support Department, for the first term, will be facilitated within weekly English lessons to assist EAL pupils with the transition process. Children with EAL, or who are bilingual but need additional language support, are based within the class so that they benefit from the modelling of English from their peers. Flexibility in our provision is of significant importance to us in order to deliver the most appropriate and beneficial support to a child. Types of provision include one or more of the following:

- In-class support by the class/subject teacher
- Small group or individual withdrawal when appropriate

Class/subject teachers will assess each individual's needs and differentiate the curriculum where appropriate to:

- Provide opportunities for the children to become aware of and learn to value linguistic and cultural diversity through displays, books, jigsaws, posters, dolls, puppets, toys, role-play, cooking, learning about major religious festivals, assemblies and PSHE.
- Encourage children to join in with all activities and roles regardless of language and appropriate provision will be made when necessary.

- Involve the community and parents as far as possible to enhance the children's diverse experiences.
- Ensure all children will have equal access to adult interaction.

Identification and Assessment

The majority of children will learn English and make progress within the classroom environment. Those children, who may need extra support, will be identified by the class/subject teacher or key person (some children will be identified before they enter Meoncross School). Should there be concerns with their language development in their home language we will refer this to the school SENCo.

Monitoring and Evaluating

Pupil's progress will be monitored:

- In the EYFS, through regular formal and informal observations, discussion, photographs, record keeping and planned assessments. Informal assessments to gauge individual children's abilities will take place throughout the year.
- In Key Stages 1-5 through individual tests, class tests, varying assessments (see Assessment policy) and class work in all subjects.
- Through discussions which can take place in Staff Meetings and Early Years Meetings, arranged meetings and informal discussions amongst staff members
- Through informal and frequent liaison between the SENCo, Head of Nursery, class/subject teachers and Learning Support Assistants, as appropriate.

Roles and Responsibilities

The class/subject teacher and support staff are responsible for:

- Meeting the needs of children with EAL.
- Notifying the SENCo or the Head of Nursery if they have any concerns about a child's language development.

The SLT are responsible for:

- Providing leadership and vision in respect of supporting children with EAL.
- Overseeing the implementation of the EAL Policy.
- Ensuring that staff are aware of their responsibilities and are given necessary training and support.

Reviewed: October 2015

Next Review date: August 2017