

1. Context

Airthrie School is an inclusive school and recognises and addresses the needs of pupils with English as an Additional Language (sometimes referred to as English as a Foreign Language), as it recognises the specific needs of all pupils.

EAL learners are a very diverse group. The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood *'and continues to be exposed to this language in the home or in the community'*.

This includes, for example:

- new arrivals from abroad who speak little or no English;
- children or young people from other countries who are in the UK for a limited time, for example if they have a parent who is studying here, who have been educated in an English-medium school abroad and are fluent in several languages;
- young people who were born in the UK and speak English most of the time at home and school, but who also speak another language occasionally to immediate family members.

As well as difference in the language levels and use of language of the various groups of EAL learners, there is also huge variation in terms of a range of other factors, such as: educational background; religion or belief; ethnic and cultural background; language; literacy; knowledge and experience of the UK.

Pupils who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking pupils. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is not necessarily a disadvantage to educational achievement. Airthrie School recognises the importance of community languages in their own right and the ability of speakers to acquire other languages.

Pupils will be encouraged to develop their linguistic skills at home in their own language in order to develop a richness of language alongside, providing opportunities in school to learn and reach a good standard in English language.

2. Aims and Objectives

The aim of this policy is to help to ensure that we meet all the needs of those children who are learning English as an additional language.

3. Aims of EAL provision

- To provide pupils with EAL opportunities to communicate in English and extend their knowledge and use of English;
- To provide additional in-class and, if necessary, withdrawal support;

- To assess pupils with EAL to establish their needs and progress;
- To liaise with the SENDCO in identifying pupils with EAL who may have additional needs.

4. Identification, Assessment and Tracking

- Parents are required to inform the school of any language needs their child may have on entry.
- The pupil's competence in English in relation to the EYFS and NC standards and expectations will be assessed by the form teacher. Where necessary, further assessment tests are used to identify pupil's specific needs in order to tailor intervention work.
- EAL pupil's progress and attainment is monitored by the form teacher as part of the on-going school process to monitor pupil achievement and data.
- EAL pupils are recognised on an EAL register.

5. Access and support

The form teacher and SENDCO support individuals and groups of pupils in addition to their daily lessons. In class, support is provided where necessary by teacher/TA. All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning.

Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

6. Strategies

School/class ethos

Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

- Recognise the child's mother tongue; boost the child's self-esteem.
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. Support may be necessary beyond the time a child appears orally fluent.

Teaching and Learning

Teachers will help pupils learning English as an additional language in a variety of ways, for example:

- Show differentiated work for pupils with EAL in planning.
- Monitor progress carefully and ensure that pupils are set appropriate and challenging learning objectives.
- Recognise that pupils need more time to process answers.

- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Group children to ensure that pupils hear good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Encourage access of curriculum using ICT, dictionaries and other suitable resources.
- Provide a range of reading materials that highlight the different ways in which English is used.

7. EYFS

The Foundation Stage helps pupils learning English as an additional language by:

- Providing opportunities for children to develop and use their home language in play and learning, to support their language development at home.
- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Picture cues are used to help with access to the curriculum.