



Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

English as an Additional Language Policy

SCOPE OF POLICY

This policy applies to the school including the EYFS.

This policy was written in conjunction with SEN/D and admission policies.

STATEMENT OF INTENT

We are a non-selective school and welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Hopelands Preparatory School. Treating every child as an individual is important to us and we welcome pupils with English as an additional language.

Hopelands Preparatory School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people are valued, respected and equal members of the school.

As such, provision for children with EAL is a matter for the school as a whole. The Governing Body, Head Teacher, SENCo, teachers, teaching assistants and all other members of staff have shared responsibilities in ensuring all children have access to the curriculum.

AIMS

As a school we aim to:

- Provide a caring, family and welcoming environment in which all pupils will learn most effectively.
- Plan and teach lessons using learning styles most appropriate to the needs of EAL learners.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Monitor pupils' progress regularly.
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of underachieving.
- Celebrate pupils' culture, achievements and individuality both in and out of school.

WHAT IS EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. Throughout their time at Hopelands, we give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

Definitions of an EAL Learner: - "First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become" DFES Guidance.

Bilingual Learner: -"Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school-it does not necessarily imply fluency in both or all languages" DFES Guidance.

Advanced Bilingual Learner: -"Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background" DCFS.

PLANNING AND TEACHING FOR PUPILS WITH EAL

Teachers consider the needs of EAL learners in their planning and teaching. In class, pupils learn using a variety of strategies: independently, as a whole class, in pairs, in groups and through collaborative activities. Children are provided with a range of learning opportunities such as: visual stimuli, games, actions and songs, over and above reading and listening. Resources are prepared to reflect the needs of individuals across each class. Technology is also available (Learnpads and laptops) where the use of online translation is particularly effective for the older children tackling vocabulary and tasks across the curriculum. Within school we currently have teachers whose first languages are Spanish and German.

STRATEGIES FOR WORKING WITH CHILDREN NEW TO ENGLISH

- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development.
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.
- Additional visual support is provided e.g. visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations.
- Classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas.
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text.
- Create a language rich environment.
- Display positive images of people from ethnic minorities.

PLANNED STEPS TOWARDS INDUCTION OF EAL LEARNER

End of Week1

- To be relaxed and happy
- To be beginning to follow some of the conventions and routines of the classroom
- To be familiar with arrangements for school mealtimes
- To be familiar with location and use of cloakrooms and toilets
- To be beginning to interact socially with class peers

End of Week3

- Come to school happily
- To be relaxed and happy in class
- To be familiar with geography of the school
- Can follow daily and class routines
- To initiate contact (physical or verbal) with a teacher or teaching assistant
- To be settling to tasks in the classroom

- To be playing with others in the playground

End of first term



- To be relaxed and happy
- To participate in group and class activities at an appropriate level
- To interact positively with other children
- To work co-operatively with other children
- To be confident in small group situations
- Can work/play without constant adult supervision
- Shows interest and motivation in learning
- To have demonstrated some identifiable progress in English language acquisition if an EAL beginner

ADMISSIONS

We advise parents of children with English as an additional language to discuss their child's requirements with the school before he or she comes so that the school can aim to make appropriate adjustments to the provision for him/her.

Parents who are considering sending their child to the school may visit, by making an appointment to see the Head. Pupils will be invited to spend a day at the school and may be asked to take some form of assessment so that the staffs are able to identify the child's educational needs.

If extra provision requirements are identified, translators or other specialist staff, the school will endeavour to meet these needs. The cost of implementing these requirements, including assessments, DBS checks and resources will be passed to the parents and it will be their responsibility to pay all related fees prior to the child starting at the school.

This policy was adopted at a meeting of	Hopelands Preparatory School
Held on	October 2019
Date reviewed	October 2021
Date of next review	October 2023
Signed on behalf of the senior management team	
Name of signatory	Sheila Bradburn
Role of signatory	Head
Signed on behalf of the Governing Body	
Name of signatory	Richard James
Role of signatory	Chair of Governors
starting at the school.	