



Winterbourne Nursery and Infant School

Inspire - Learn

Be Proud

WINTERBOURNE NURSERY & INFANT SCHOOL

English as an Additional Language

EAL POLICY

Reviewed: July 2021

Next Review Date: July 2022

Purpose

At Winterbourne Nursery and Infant School (WNIS), we treat everyone as equal, whilst celebrating diversity.

We are committed to providing quality teaching and learning which inspires, motivates and engages all children to become life-long learners and to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

This policy should be read in conjunction with our Equalities Policy

Background

Our pupils come from diverse backgrounds with a wide range of language skills

- WNIS caters for an increasingly multilingual community.
- The School has at present 355 pupils on roll, of which approximately 66% speak English as an additional language.
- Altogether there are at least 25 different languages spoken at WNIS
- A proportion of our pupils have arrived from other countries and are completely new to English
- We are lucky to have a multi-lingual staff team who can often help with interpreting.

Our aims

As a school we aim to:

- ✧ Provide an inclusive and welcoming environment in which all pupils will learn effectively.
- ✧ Provide support to pupils with EAL needs.
- ✧ Plan and teach lessons using learning styles appropriate to EAL learners.
- ✧ Provide an inclusive curriculum.
- ✧ Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- ✧ Ensure pupils are making progress and are able to access the school curriculum.
- ✧ Support pupils who are at risk of under achieving.
- ✧ Celebrate pupil's achievements in school as well as in extra-curricular activities.
- ✧ Promote language awareness and raise pupil attainment, progress and achievement.

Planning and Teaching for pupils with EAL needs

Teachers consider the needs of EAL learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Teachers plan to support pupils in oracy and literacy across the curriculum.

Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles and resources are prepared to reflect the needs of individuals across each class.

All children in our school follow the EYFS and Key Stage 1 curriculum. Children with English as an additional language are not regularly withdrawn lessons to receive EAL Support –but have additional support in class from the teacher and teaching assistants where needed.

Below are some of the strategies we use to support EAL learners in our school:

Strategies used for supporting children new to English

The home language of all pupils and staff is recognised and valued. Pupils are encouraged to maintain their home language and use it in the school environment.

Where possible, children who are new to English are introduced to other pupils and adults who use the same home language.

New pupils work in collaborative groups or pairs with simple repetitive language.

New pupils are grouped with good English speaking role models. They are taught useful words and phrases (enabling language) and the routines of the classroom in order for them to communicate with their peer group.

Visual prompts and support is provided e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and modelling.

Planned interventions to introduce new vocabulary are delivered e.g. Pre-teaching of topic words

Practical opportunities for absorbing language are made available such as role play, games and visits.

Lessons provide opportunities to practice language and structure sentences through use of role play, hot seating, and talk partners with modelled sentence stems to support EAL learners.

Reading books and literacy texts reflect the multi-cultural and multi-lingual nature of our school.

Displays reflect and celebrate diversity provide positive images of people from a variety of different ethnicities and cultures.