

English as an Additional Language Statement

At Wolfdale we currently do not have any students with English as an additional language. We recognise that a child's achievement is linked to a welcoming environment in which they feel valued and confident. Building on each child's knowledge and understanding of other cultures and languages will support EAL learners in becoming confident speakers, readers and writers of English in all areas of the curriculum.

- All children learning English as an additional language will be entitled to access the broad and balanced curriculum we offer at Wolfdale and children are encouraged to engage in class activities both on and off site.
- Spoken language is central to progress in all areas of the curriculum
- All staff members are responsible for building strategies into their planning to support the language development of all children and to structure teaching appropriately
- EAL is not to be confused with SEN
- Children are likely to need subject specific language support after they have become reasonably fluent in social forms of English

We firmly believe that the acquisition of language is most successful for our learners if:

- staff and pupils value and make use of the cultural and linguistic diversity within the school community
- parents are involved in the development of language as supported by the school.

We are committed, within available resources:

- to making appropriate provision of teaching and resources for children for whom English is an additional language.
- to raising the achievement of minority ethnic children who are at risk of underachievement.
- to identify individual children's needs, recognise the qualities they bring to our school and ensure equality of access to our broad and balanced curriculum.

We aim to ensure that all EAL children are able to:

- use English confidently
- use English as a means of learning across the curriculum
- make use of their knowledge of other languages

Home/School Links

Language learning is most successful, for both first and EAL speakers where there are contributions from parents / guardians. Parents / guardians are encouraged to work closely with the school and the school providing support for interpretation if required.

- We provide a welcoming admission process for the induction, assessment and support of new students and their families.
- We aim to ensure that our written and spoken communication with families and the community is effective through the use of plain English and translators and interpreters, if appropriate and available.
- The progress of EAL children is carefully monitored.

Integration into our School

- All new children and families are welcomed into our school.
- staff and students value and make use of the cultural and linguistic diversity within the school community.

- We aim to offer a supportive environment with signs and books around the school in multi-lingual forms.
- Speaking and listening opportunities are offered as part of specific and wider curriculum.
- Children in the early stages of learning English who are literate are encouraged to record work in their home language.
- All children are taught subject specific vocabulary.
- All relevant staff are aware of the language needs of all EAL children.

Teaching and Learning

Planning and differentiation

- We provide differentiated opportunities matched to individual EAL child's needs
- The key language features of language are identified such as key words, grammar patterns, uses of language or genre of text.

Literacy and Numeracy

Learning activities are carefully structured and focused to take account of the range of purposes and audiences. All lessons have clear learning objectives and we endeavour, within available resources, to deploy appropriate staff and resources to ensure that all children are able to participate fully. Grouping arrangements are carefully considered to promote access to positive English role models

Strategies Used

- Collaborative group work
- A range of speaking and listening opportunities
- Effective role models for speaking, listening, reading and writing
- Additional verbal support: e.g. repetition, alternative phrasing, peer support etc
- Additional visual support e.g. posters, pictures, labels, non-verbal clues etc
- Bilingual resources e.g. dictionaries, texts, word lists etc
- Writing frames and directed activities relating to texts
- Opportunities for drama and role play
- Regular feedback from staff
- A focus upon the cultural imperatives explicit or implicit in texts
- Progressing learning from the concrete to the abstract

Children with EAL and SEN

Most EAL children requiring additional support do not have SEN. However, if SEN are identified during assessment, then EAL children will have equal access to school provision.

Assessment and Record Keeping

- The progress of all children is carefully tracked and recorded.
- All children have access to appropriate accreditation and qualifications, making full use of special arrangements.
- We analyse EAL achievement and regularly evaluate the effectiveness of additional support

The Role of the Class Teacher and Teaching Assistant

- All staff are aware that bilingual children may have a competence in their first language, which equals, or surpasses, their competence in English.
- All teachers accept that the maintenance of the first language is a powerful tool in developing a child's conceptual learning through the medium of English.
- All staff will be trained and supported to be teachers of English as an Additional Language.

- the SENCO will be responsible for holding EHCP reviews that will review EAL and SEN needs .
- EAL children are supported within available resources by the class teacher and support worker.
- the work undertaken by the support worker may be individual, group or within a whole class setting.
- the support worker supports, through the first language, the pupils initial learning of English.
- the support worker helps all children to settle into the life and routines of the school.
- the support worker helps the children to engage with the Wolfdale curriculum.
- to support the parents to understand their needs, the needs of their children and the needs of the school.

Our SENCO

- works in partnership with our Senior Leadership Team in ensuring that this policy is being implemented effectively and that all children are making appropriate progress.
- works in partnership with appropriate external agencies in striving to meet the needs of individual children.
- works in partnership with our teachers and Senior Leadership Team to provide training and CPD opportunities.
- ensures that all relevant data is collected and that the progress of all children is tracked and monitored to ensure that they are making appropriate progress.

Resources

- a range of resources are used to support children's linguistic development: games, key word lists, bilingual dictionaries etc.
- displays and resources reflect linguistic and cultural diversity.

Success Criteria

- Children are happy and confident.
- They make good progress towards being confident English speakers.
- Staff are increasingly confident in meeting the needs of EAL children.
- Parents/guardians are comfortable in approaching our school and in supporting their child's learning.

Related Policies:

Assessment and Feedback Policy, Careers Policy, Spiritual, Moral, Social, Cultural Statement, Equality Statement, British Values Statement, Wellbeing Policy, PSHE and SRE Policy, English Policy, Maths Policy, STEAM Policy, APE Policy, The Arts Policy, Supporting Students with SEN Policy, Quality Assurance Policy and Procedure, E-Safety Policy, Acceptable Use Policy, Exams Policy