



CLEVE HOUSE INTERNATIONAL SCHOOL AND PRESCHOOL

EAL Policy

This policy applies to all pupils in the school, including in the EYFS

English as an Additional Language (EAL) Policy

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (2014)*
- *Schools SEN Information Report Regulations (2014)*

Introduction

In past years at Cleve House International School and Preschool only a very small percentage of the pupils have been bilingual and all of those have moved on to Secondary schools with excellent exam results.

Policy Statement

It is the policy of Cleve House International School and Preschool to welcome children from all nationalities and all cultural, racial and ethnic backgrounds.

Aims

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language, as required by the Race Relations Act (1976) and SEND Code of Practice (2002).

For children for whom English is an additional language we aim to:

- Provide a safe and welcoming, yet exciting, environment.
- Demonstrate that both they and their culture are valued.
- Encourage them to develop a knowledge and understanding of their own cultural/ethnic background and language.
- Develop their language skills, including their capabilities in English.
- Support curriculum access.

Practice and Procedure

To achieve the above, we must take account of each child's life experiences and needs, by having high expectations of each child and by valuing their achievements. We must ensure that we promote learning about other cultures, paying particular interest to the cultures and ethnic backgrounds represented in the school. However, we also acknowledge that children for whom English is an additional language have additional needs, some of which are linked to their progress in learning English as an additional language. These children are also covered by the SEND Policy in addition to the EAL policy.

In order to achieve our aims:

- We invite the children to speak about or bring in information about their cultural backgrounds to share as part of the class topic.
- Assemblies also provide an opportunity for developing greater understanding of other cultures, as does the careful choice of books within the school library, or as part of our reading schemes, literary focus in English, themes for role play and the displays we arrange around the school.
- We welcome the opportunity to employ people from diverse cultural backgrounds.
- When children first come to our school, they are teamed with a 'buddy'. If possible, we team up children who share a native language or who are approachable and linguistically talented
- Longer-term peer mentoring can be arranged if required.
- We expect all members of staff associated with the child to know how to pronounce the child's name properly and the names of parents, guardians and other family members
- During the year, customs and festivals from other countries are celebrated and studied. We particularly concern ourselves with cultures represented in our school/year group.
- Parents of the children and outside speakers are invited to speak about their customs, celebrations and provide background knowledge on other countries.

Teaching and Learning

- Children are encouraged to share their news and to play using their native language.
- We aim to build on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another, encouraging transference of knowledge, skills and understanding of one language to another.
- Children are encouraged to continue the development of their literacy skills in their native language.

Differentiation/Inclusion

We acknowledge that children who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. Therefore, we aim to provide work commensurate with their understanding, but provide language support in the form of visual aids, use of symbols/pictures, gestures, demonstrations, paired working, ICT, translators, readers, amanuenses and so forth. We would also provide games and activities in which speech is irrelevant, and which can provide a means of expression and communication (charades and mime). In class, we allow the child to set the pace of his/her oral contributions and

degree of participation. In some cases, the SENDCO may provide additional support for the child on a 1:1 or in the classroom.

Additionally, to develop the child's English language skills, we:

- Provide additional opportunities for listening and speaking
- Provide additional individual teaching time with the class teacher, classroom assistant or specialist teacher as appropriate, to actively enhance the child's English vocabulary for understanding, speaking and writing.
- Provide opportunities for interaction with English speakers.
- Moderate our pace and complexity of language as necessary, and provide a good model of English usage when speaking to the child.
- Make clear links between words and meaning.
- In the Preschool and KS1, songs and rhymes are used when delivering the curriculum.

Assessment and Record Keeping

We make special assessment arrangements for children who are learning English as an additional language. The SENDCO can offer support to these children or, if necessary, an adult who speaks the child's native language can be invited to support the child by translating words or phrases that appear in the assessment materials or that the child uses in his/her responses. Inappropriate assessments are not given to the child and modified methods of assessment, such as practical activities, are used to demonstrate his/her skills, knowledge and understanding.

Staffing and Resources

It is the responsibility of the Class Teachers and SENDCO to ensure that the needs of the children for whom English is an additional language are met within the school, to liaise with parents and external agencies when necessary.

Monitoring and review

Policy to be reviewed and checked annually by the SENDCO.

Last revised: November 2023

Date for revision: **November 2024**

CF reviewed policy November 2023 New SENDCo - Emma Zentner