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**English as an Additional Language (EAL) Policy**

Great Ballard School is delighted 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 SEN 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.
* Develop their language skills.
* Support curriculum access.

**Practice and Procedure**

To achieve the above, we take account of each child’s life experiences and needs, by having high expectations of each child and by valuing their achievements. We ensure that we promote learning about other cultures, paying particular interest to the cultures and ethnic backgrounds represented in the school.

In order to achieve our aims:

* We invite the children to speak about or bring in information about their cultural backgrounds to share in Circle Time, or as part of the class topic.
* When children first come to our school, they are teamed with a ‘buddy’.
* 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.
* During the year, customs and festivals form other countries are celebrated and studied. We particularly concern ourselves with cultures represented in our school/year group.

**Teaching and Learning**

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 also provide games and activities in which speech is irrelevant and which can provide a means of expression and communication. In class we allow the child to set the pace of his/her oral contributions and degree of participation. In some cases, the SENCO or TEFL teacher may provide additional support for the child 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/subject teacher, classroom assistant, specialist TEFL teacher or teaching assistant, as appropriate, to actively enhance the child’s 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 Pre-Prep, songs and rhymes are used when delivering the curriculum.

**Assessment and Record Keeping**

We make initial informal assessments for children who are learning English as an additional language. When appropriate, pupils will take the CAT4 test so we have some baseline information on which to plan a suitable programme. Teaching assistants 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 SENDCO to ensure that the needs of children for whom English is an additional language are met within the school, to liaise with parents and external agencies when necessary. Pupils in the prep school may be withdrawn from other lessons for intensive individual English lessons. The SENDCo will keep the academic Deputy Head informed of their progress.

Dated September 2020

Next Review: September 2021