

THE VILLAGE PREPARATORY SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Graeme Delaney

Policy approved by: Viv Thompson

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Reviewer's Signature: 

Approver's Signature: 

Please note: 'School' refers to The Village Prep School (TVPS) and Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

Purpose of the Policy

To ensure that we provide a high standard of education for children with English as an Additional Language and adopt practices that enable them to pick up the English Language

Responsible Persons: Senior Leadership and the Staff Team

Definition

We are welcoming increasing numbers of EAL children and all will have their own, individual experiences and backgrounds. For the purpose of this document, we will use EAL as an umbrella term that encompasses all levels of bilingualism and any child learning and using English as an additional language. We understand that children will start at school with differing levels of bilingualism and fluency in English. Partnership with parents is vitally important to a child's progress and we promote how valuable it is to continue speaking their first language.

Statement of Intent

A child will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language.

All children should have equal access to a broad, balanced curriculum and be given the opportunity to communicate in any first language, as it has a continuing and significant role in identity, learning and acquisition of further language development.

We promote equal opportunities and anti-discriminatory practices; differences are celebrated and any resulting needs are addressed (see Equal Opportunities & Inclusion Policy)

Aims and Objectives

- To welcome the cultural and linguistic experiences of every EAL child and ensure we meet their full range of needs.
- To maintain a child's self-esteem by acknowledging and celebrating their individual culture and skill in their first language.
- To implement strategies and monitor children's progress to ensure they are supported to access the complete curriculum.
- To support EAL children in becoming confident and fluent in English.

To support the above aims, staff members adhere to the following procedures;

- Gather and share information about the child's background (including the language/s the child speaks, religion, cultural customs and traditions and any dietary requirements).
- Let the parents know that we welcome and celebrate different languages and cultures.

- Establish consistent, simple, daily routines, checking that the child understands what to do and if necessary repeating explanations and directions on a one-to-one basis, adding visual prompts where needed.
- Use lots of visual support, gestures, pictures and objects to aid understanding and language development.
- Acknowledge children's attempts to communicate; children will often switch between languages and will often understand more than they can verbalise.
- Appropriate, correct language and grammar is modelled by all staff, using lots of repetition and positive interactions. Opportunities to teach and embed targeted vocabulary and key language structures will be identified and used to plan for activities / interactions in the child's individual and class planning.
- Planning for the consistent inclusion of EAL children in small group activities which enable frequent meaningful episodes of interaction with peers, in activities which promote communication.
- EAL children will often go through a 'silent period' or 'quiet period' before they are confident to speak English, or they may not want to use their home language for a variety of reasons. Providing a running commentary / talking through actions will model the use of language.
- Non-verbal responses will be built on and interpreted as effective turns in conversation and be used to provide an English translation. One-word and short phrase responses are paraphrased and extended to longer sentences.

We recognise the important role of parents and we strive to maintain quality partnerships with parents and carers to ensure every possible support is provided.

On entry to the school we gather information via our 'language mapping' form and other initial parent forms (such as a personalized list of high frequency words in the child's home language/s to be used during transition). This helps to further inform us about the child's abilities in their home language/s and how best to support them.

Each child will be supported in line with the EYFS and extra support implemented as needed such as 'choice' booklets or boards with pictorial support for understanding.

On-going monitoring and support will be in place as needed on an individual basis, incorporating, where needed, the support of the parents.

Interpretation

In this policy, the term "senior manager" means a School Head and their designated deputies.

This policy applies in all Schools and other work environments within Chatsworth Schools.

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The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Operations at the above address.

