DUCKS
KINDERGARTEN & INFANTS' SCHOOL

DUCKS ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

EAL at DUCKS

DUCKS celebrates, promotes and supports the linguistic diversity of our pupils and staff. We aim for children to be proud of the languages they speak and of those spoken around them. DUCKS endeavours to develop a good sense of understanding of children's linguistic and cultural backgrounds when they enter the school and works collaboratively with families.

Identifying EAL children

It is key to the language and communication skills of children using EAL, for DUCKS to know as much as possible about the child's linguistic background. When starting at DUCKS an "Entry Profile" is sent to parents asking about the languages(s) their child speaks, understands and hears at home. Children who have knowledge of other language(s) are also identified. A list is compiled which is available on OneDrive.

Our Children

At DUCKS we identify two distinct groups of children who are using EAL:

- Firstly, children who are growing up in a bilingual or multilingual home and learning two languages at the same time, these children are simultaneously bilingual.
- Secondly, children who have learnt one language before another and are therefore becoming sequentially bilingual. Where children are sequentially bilingual, and English is not their primary language we access the need for EAL support.

At DUCKS we have children who fit into these groups, for example:

- Children who have come from abroad and who have learned EAL in another country.
- Children who have come to the UK at the start of their formal education with no prior knowledge of English.
- Children who have been in an international school or those who have received less formal English language training.
- Children who have one or both parents who speak EAL; they have been born and raised in the U.K.

We assess all these children and support their needs appropriately.

Aims and objectives

DUCKS is committed to providing a quality education in English for children from a variety of cultural backgrounds and support is provided for children when considered necessary.

It is the aim at DUCKS for us to provide each child with the opportunity to access the curriculum, providing them with the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for them to progress through the curriculum. Our aim is to promote fairness and equality for all through the education DUCKS provides.

The aim of our EAL policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the EYFS and The Race Relations Act (1976) and as amended by the Race Relations (Amendment) Act (2000). (See: Equal Opportunities & Inclusion Policy (Pupils)).

Procedure

- EAL children are identified on point of entry.
- All staff have a list of the children using EAL in their blue class folder.
- Staff are aware of children's possible language needs and plan lessons accordingly.
- The beginning of year base line tests are analysed by class teachers. Results are scrutinised to see if there are discrepancies due to language difficulties.
- Targeted reading and vocabulary support is given, if required, to help children overcome literacy difficulties or understanding.

Possible difficulties faced by EAL children

Staff are aware of some of the possible difficulties faced by some of our EAL children and can then adjust their teaching accordingly.

Examples of possible difficulties are as follows:

- Problems with the sounds of English and with apparent phonological processing skills; This will impact on reading and spelling.
- Limited opportunities to acquire new vocabulary out of school; this can lead to poor reading comprehension and a tendency to guess unfamiliar words.
- Visually confusing similar words.
- Failure to pick up on the nuances of a language; idioms, proverbs etc.

All staff are aware to make sure that they are not assuming too great a knowledge and understanding of vocabulary by EAL pupils. For example, they might be able to communicate and decode, however, they may lack understanding of the text.

Assessment

An assessment is made of sequential EAL pupils using the EAL Profiles of Competence in speaking & listening, reading and writing as a base line at the start if each academic year and this is reviewed at the start of each term. In addition, ongoing assessments of all EAL pupils are undertaken in the form of spontaneous and planned observations throughout the year, and these will inform the learning objectives.

Policy Owner:	Head of DUCKS
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