



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

Early Years Foundation Stage English as an Additional Language (EAL) Policy

UPDATED	REVIEW DATE
1 November 2015	1 November 2016
Name of staff member responsible for documents Samantha Selkirk– Head of Early Years	



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY FOR THE EARLY YEARS FOUNDATION STAGE

Reigate St Mary's School's EAL Policy is designed to help those bilingual or multilingual learners who have a native language other than English and who need additional support in English in order to pursue their studies effectively. Throughout this policy these students are referred to as EAL.

Reigate St Mary's School believe that all our students should have access to a broad and balanced curriculum. We aim to make all children proud of who they are and of what they bring to school. We are positive in our attitudes towards all our students, encouraging them to maximise their potential. We believe that successful inclusion results in happy students making progress academically and socially.

'For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home' and, furthermore, we must 'also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skill, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is a cause for concern about language delay.'

(Statutory Framework for the Early Years Foundation Stage (2014))

Reigate St Mary's School aims to:

- Assess and monitor progress of EAL students in their acquisition of English language skills across the curriculum
- Ensure that all EAL students are able to use English independently and confidently
- Meet our responsibilities to EAL students by ensuring their equal access to the curriculum and achievement of their educational potential
- Provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate
- Encourage celebration of the culture of EAL students
- Assist staff in supporting EAL students in their acquisition of English language skills across the curriculum

It is the policy of this school that EAL students have access to the whole school curriculum and to the full range of co-curricular activities the School provides. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the EAL Coordinator, Head of Early Years, Senior Leadership Team and parents.

We are committed to all students being fully integrated into the School and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies.

It must be noted that a student for whom English is an Additional Language is not deemed as having Special Educational Needs, unless identified as having a special educational need. It is the responsibility of all teachers to plan for the inclusion of students with EAL within their lessons. Practitioners should value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. These children will be at many stages of learning English as an additional language. Teachers have a crucial role in modelling the use of language. The EAL Coordinator and Head of Early Years offer guidance to staff on effective in-class differentiation and flexible teaching to help them cater for the different English language levels of individuals.

Some children are bilingual from birth, because their families have talked to them in more than one language.

Some children will be acquiring English as an additional language. As with their first language, this needs to be learnt in a context, through practical meaningful experiences and interaction with others. These children may spend a long time listening before they speak English, and will often be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using visual support is encouraged.

Identification

Pupils who have English as an Additional Language (EAL) are identified as soon as they enter our school. The Head of Early Years examines the list of new admissions to identify children who have EAL. The students are recorded on a register. Reception on entry data also records EAL students. Newly arriving children will undergo an initial assessment to establish language levels and needs as part of the baseline assessment process.

Supporting EAL students

Learning opportunities should be planned to help children to develop their English, and support should be provided to help them to take part in other activities by, for example

- Building on children's experiences of language at home and in the wider community by providing a range of opportunities to use their home language(s), so that their developing use of English and other languages support one another
- Asking parents/ carers to provide key words and any useful resources
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Ensuring that all children have opportunities to recognise and show respect for each child's home language
- Providing a bilingual support, in particular to extend vocabulary and support children's developing understanding
- Providing a variety of writing in the children's home languages as well as English, including books, notices and labels
- Providing opportunities for children to hear their home languages as well as English, for example through use of audio and video materials.
- Planning for EAL pupils will be relevant to their specific needs. Where EAL pupils also have SEND it may be necessary to consult with the SENCo and to produce an individual plan's for the said children.

Resources

The National Strategies Guidance, "Supporting children learning English as an Additional Language" is used as appropriate.

Books in dual languages are available from:
Mantra 020 8445 5123
Letterbox Library 020 7226 1633
Tamarind Books 020 8866 8808

Surrey County Council REMA

www.irespect.net provides further information about working with EAL children.

Monitoring and Review

The Head of Early Years, in association with the Senior Leadership Team, will review this policy annually.

Reviewed by Samantha Selkirk, Head of Early Years – 1 November 2015
Review due – 1 November 2016