



FINTON HOUSE
SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

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1. Definition

At Finton House English as an additional language (EAL) refers to learners whose first language is not English. Children who are bilingual or multilingual may or may not be EAL. Bilingualism or multilingualism is the ability to communicate in more than one language; the ability may be the same in both languages or may be greater in one than the other. Children will be listed on the EAL register for as long as the parents consider a language other than English to be their first and main language.

2. Context

At Finton House there are very few children with EAL. We recognise that a number of our children speak more than one language at home but the majority of children have English as their first language.

3. Aims

- To be proactive in removing barriers that stand in the way of our EAL children's learning and success.
- To meet our responsibilities to these children by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide any child with EAL joining the school, with a safe and nurturing environment and appropriate resources in place.

4. Provision

Due to the very small number of EAL learners at Finton House, provision is planned on an individual basis by the Class Teacher in conjunction with the SEN department. However, we recognise that children learning English as an additional language have particular language learning needs and abilities, which are not the same as Special Educational Needs (SEN) or disabilities. Children with EAL are not grouped with SEN children unless they have been identified as having SEN in addition to their EAL learning need (see SEN Policy for more details).

All staff are made aware of any EAL children entering the school at a staff meeting. Bilingual or multilingual children are recorded on the school's management information system and thus information is widely available to all staff.

For new arrivals, who speak very little English, intensive English support is provided at the level deemed most appropriate e.g. 20 minutes daily, one-to-one support out of class or in class. The parent may be asked to make financial contributions towards extra one-to-one support in or out of class. Any resources are provided for out of the English or SEN budgets. Training is provided for staff when necessary.

Children with British Sign Language (BSL) as their first language, who are fully hearing but have deaf parents, are also EAL learners and support will be provided at the level most appropriate eg. ensuring they have 1:1 support daily when learning phonemes/reading aloud.

Progress of EAL and bilingual/multi-lingual learners will be monitored by the class teacher, Senco and Academic team, to ensure expected progress is made and additional support will be put in place where required.

The teachers use a range of scaffolding material to aid the child with EAL which utilises a high level of visual prompts e.g. mime, gestures, video, pictures, photographs, diagrams, flash cards, sequencing cards, mind maps, spider diagrams, timelines, Venn diagrams and graphs etc. Bilingual and picture dictionaries or audio devices may be used. Vocabulary books are sent home each week.

The child is seated near to the front of the class and to the side so they can be near the teacher and can also see the other children speak. The child with EAL is provided with opportunities to

share their culture and background with other pupils. It is expected that bilingual learners may go through a 'silent period' until they are ready to speak in English and if this is the case they are given as much exposure to spoken English and collaborative activities as possible. It is recognised that the children understand what is said before they can express themselves fluently. They are encouraged to participate using actions and drawing to demonstrate they are listening and understanding.

We currently have early morning bilingual French and Spanish Clubs available.

5. Roles and Responsibilities

The progress and needs of the child with EAL are continuously monitored by the Class Teacher and all those supporting them under the supervision of the SENCO. Regular meetings are held to discuss future support, differentiation and strategies with all staff involved in meeting their needs.