



Serva Fidem

English as an Additional Language

Introduction

English as an Additional Language (EAL) refers to learners who have a home language (the first language spoken at home) other than English and who are in the process of learning to use English as an additional language for educational purposes. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and recognising the skills of EAL pupils and helping them to achieve their potential.

The School recognises that a child who has EAL may also have Special Educational Needs and Disabilities (SEND)

This policy relates to the whole school including the Early Years Foundation Stage.

Kingswood House Aims

Kingswood House aims to raise the achievement of all of our pupils, and is committed to ensure that pupils who have English as an additional language will:

- use English confidently and competently
- use English as a means of learning across the curriculum
- build on knowledge that they already have of other languages and cultures
- be able to access external assessments (i. e. Common Entrance and GCSEs)

Our aims will be achieved through:

- Developing the individual abilities of each child in a secure, caring and friendly environment where they are happy and motivated to learn and to appreciate the benefits of healthy living and physical fitness.
- Encouraging participation, enjoyment and success in all areas of the school's curriculum to create a well-rounded, confident child who shows respect, tolerance and compassion towards people and the environment.
- Welcoming and valuing the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- Making integration into the new environment as smooth and positive as possible.
- Providing a language rich environment and learning opportunities to meet the needs of the individual within the classroom and if required, offer additional support.

- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Helping EAL pupils to become confident and fluent in speaking and listening, reading and writing in English so that the pupil quickly gains access to the curriculum in order to be able to fulfil their academic potential.
- Monitoring the development of language and extend or alter the help given as appropriate.
- Creating a strong partnership between parents, children and staff to foster social awareness and to allow all members of the school community to feel valued and appreciated.

Admissions

Before children join Kingswood House School, the parents are required to submit registration forms indicating whether there is an additional language spoken at home.

Please refer to the admissions policy for full details of admissions and the assessment process.

EAL pupils have the same admissions procedure as other applicants. The level of English attainment is taken into consideration and the use of a bi-lingual dictionary is allowed.

EAL in the Lower Prep including EYFS

The information from the admissions process is passed on to staff who ensure that the child has an understanding of his surroundings and start prompting the use of English. Various strategies are discussed with the parents and implemented in the department and class. Signs and visual aids are used throughout the Lower Prep department, demonstrating to children the word and the meaning. For example, pictures and words of knife and fork in the dining hall. Staff use facial expression, eye contact and body language to give as much information as possible. All classes have signs and symbols displayed in classrooms and cloakroom areas. Equipment, resources and display boards are labelled clearly for both children and parents to read. Parents are asked for everyday words that they use at home, which can then be used in class. Parents are regularly informed of progress or key words which have been used in class that week.

Support

We believe that treating each pupil as an individual is the key to ensuring that progress in language skills is achieved at an appropriate rate. Pupils learn most effectively from total immersion within the classroom. The factors that determine need will include the 'level of English', the age of the child (often younger children

are able to learn very naturally from their peers), the personality, individual learning style and the demands of the curriculum at the level of entry. Class teachers with advice from the Special Educational Needs Coordinator (SENCO) will make an assessment of the child's needs within his first days at school and his progress and any change to his requirements will be regularly monitored.

Some children may require individual, 'one-to-one' tuition.

Individual additional lessons can be organised within school by a qualified English as an Additional Language (EAL) tutor.

Where individual lessons are required, they will cover the four elements of language – speaking, listening, reading and writing.

The emphasis is on building confidence and learning through fun in a relaxed environment. Vocabulary is a priority whilst grammar is introduced gradually. Initially, the aim is to focus on the day to day language of life and particularly the classroom. Written and spoken exercises are an important part of all lessons along with games and computer programmes to extend skills and for motivation! As the child progresses the balance of vocabulary and grammar will alter and the focus will move to more complex areas of language. Where appropriate there is liaison between the EAL tutor and subject teachers to target specific subject related vocabulary.

Within the classroom, teachers will offer EAL students every encouragement to participate in lessons as fully as possible. Differentiated exercises will be provided as appropriate and, because class sizes are small, teachers can offer some individual help.

Access Arrangements/ Adjustments in Exams

Lower down the school EAL students may also benefit from support from specialist staff to help with the demands of internal examinations. Where appropriate they may be offered help with reading exam papers and in some circumstances it may be considered appropriate to offer a scribe.

For Common Entrance and GCSE the school adheres to the current regulations from JCQ (Joint Council for Qualifications). In 2017/2018 this states:

A bilingual translation dictionary can:

- only be used in examinations by candidates whose first language is not English, Irish or Welsh; and
- reflect the candidate's normal way of working within the centre. Unless an awarding body's specification says otherwise, a bilingual translation dictionary may be used in GCE AS, A2 and A-level examinations.

A bilingual translation dictionary must not be used in: • English Language examinations; • Irish or Welsh Language examinations; and • Modern Foreign Language examinations testing one of the languages of the dictionary or a similar language, e.g. a Portuguese dictionary in a Spanish examination. Additionally, due to the assessment of spelling, punctuation and grammar a bilingual translation dictionary must not be used in: • GCSE English Literature

examinations; • GCSE Geography examinations; • GCSE History examinations; and • GCSE Religious Studies examinations

In rare and exceptional circumstances candidates are permitted to use a bilingual translation dictionary may also be allowed 10% extra time, depending on need, **if they have been resident in the UK for less than three years at the time of the examination(s)**. Holiday periods are included in the three year rule. The EAL Co-ordinator or the SENCO must determine the needs of the individual candidate. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Very few bilingual translation dictionary users will need to have extra time.

Of course, many of the most valuable lessons in language will take place in the playground! Children communicate quite naturally despite the barriers of conventional language and through games and growing friendships our EAL students quickly establish themselves within the school community and assimilate the language around them.

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Sept 17

Review August 2018