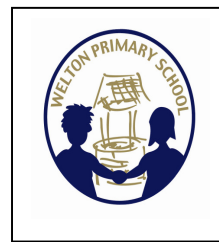


# WELTON PRIMARY SCHOOL



## English as an Additional Language Policy

At Welton Primary School we believe that children learning English as an additional language are entitled to the full National Curriculum programmes of study and that all teachers have responsibility for teaching English as well as subject content. The school recognises that cultural and linguistic diversity is a rich resource for the whole school. The school also recognises that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

Children who have English as an additional language will be supported so that they can:

- 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 culture

We recognise the importance of the role of parents and the need to communicate with parents where appropriate in a range of languages.

We will support pupils and families with EAL by:

- a) Liaising with relevant agencies to collect relevant background and cultural information when a child arrives at school.
- b) Recognising EAL pupils as a potentially Vulnerable Group. Ensuring progress and targeting of such pupils is reviewed regularly.
- c) Providing intervention programmes where necessary.
- d) Providing one to one support where necessary.
- e) Providing a welcome in school and classrooms and providing texts in first languages where appropriate.
- f) Encouraging children and families to share their culture, and to ensure staff understand cultural differences, particularly where these may cause stress for the child (e.g. P.E).
- g) Providing appropriate cultural resources where possible
- h) Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition. Resource costs for supporting EAL pupils need to be identified and linked to needs and learning targets for pupils

- i) Using LA translation support for reports and written communications
- j) Differentiation in weekly planning
- k) Teaching EAL pupils subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate.
- l) All school staff, including TAs and Supervisory Assistants, will be made aware of the linguistic needs of individual EAL children.
- m) Referring to an IEP where an EAL pupil is also a SEN pupil with general learning difficulties will be referred to in the IEP.
- n) Staff awareness that:
  - although children become conversationally fluent in two years it will take a further 3-5 years at least for them to gain enough vocabulary and knowledge of English to function efficiently in all subject areas.
  - that EAL children learn most efficiently working in collaborative groups with able and fluent English speakers.

All staff are responsible for implementing this policy.