



The Trent-Rylands Federation

Trent Vale Infant and Nursery School and Beeston Rylands Junior School



POLICY for Pupils with English as an additional language

- THIS DOCUMENT IS a statement of the aims, principles and strategies for the teaching of children for whom English is and additional language at Trent Vale Infant and Nursery School and Beeston Rylands Junior School
- IT WAS DEVELOPED in 2009 through a process of consultation with staff and governors
- IT WILL BE continuously reviewed, updated and approved by the Governing Body and the Headteacher
- This policy will be REVIEWED ANNUALLY.

Date of review	Autumn 2023	Autumn 2024	Autumn 2025
Signed			

RATIONALE

At The Trent-Rylands Federation we believe that children learning English as an additional language are entitled to the full National Curriculum programmes of study and Early Years Foundation Stage curriculum and that all teachers have responsibility for teaching English as well as subject content.

AIMS

At the Trent-Rylands Federation we aim to ensure that children 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

We recognise the importance of the role of parents and the need to communicate with parents in their first language where appropriate

OUR AIMS WILL BE ACHIEVED BY: -

- Collecting relevant language, cultural, assessment and background information.
- Ensuring the EAL children access the curriculum by: -
- Providing a welcoming ethos in school and classrooms
- Valuing their first language by providing a range of dual language reading books where possible
- Providing a tablet/I Pad for translations
- Providing appropriate cultural resources where possible
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Differentiation and support in lessons

Staff to be aware

- 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

Initial enquiry at school

If during the initial enquiry at school it becomes apparent that the child is a bilingual pupil with English as an additional language then an appointment should be made for the parent and child to meet with a member of SLT. If necessary, it will be arranged for an interpreter or another family member who speaks English to attend this meeting.

Prior to the pupil's start date

- Tour the school and possible introduction to their new class teacher
- Complete the 'Information form for bilingual pupils. This will include pronunciation of the child's name, levels of attainment in home language, features of home language and any cultural needs. (see Appendix 1)
- Enquire about any current links with children already in school
- Tablet in class where possible for translation.
- **ALL** staff to be informed of new arrival

Parent/carers

- Ensure parents/carers are able to access school website and to ensure they understand the information that can be found there.

First day

- RB to greet parents/carers and child at the gate and to accompany child to class.
- Class teacher to introduce child to the class and class to greet child (where possible) in their home language.
- Child to be introduced (where possible) same language speaker.
- Child to be given a picture/ non-verbal communication fan.

Class Teacher/Teaching Assistant (S)

- Provide in class support.
- Link child regularly with same language speaker
- Provide ongoing support where needed- to include a tablet for translation.
- To work on Beginners Strategies Checklist with the child. (see Appendix 2)

ASSESSMENT FOR LEARNING

This is in accordance with the school's Assessment for Learning policy and Assessment Cycle

MONITORING AND EVALUATION

This is in accordance with the school's Monitoring and Evaluation policy and timetable.

PUPILS WITH ADDITIONAL LEARNING NEEDS (including SEND)

This is in accordance with the school's Special Educational Needs policy.

EQUAL OPPORTUNITIES

Admission procedure and induction for beginner bilingual pupils (see Appendix 1)

Beginners Strategies Checklist with the child. (see Appendix 2)

OTHER POLICY DOCUMENTS THAT UNDERPIN THIS POLICY FOR PUPILS WITH EAL

- EQUAL OPPORTUNITIES POLICY
- EQUALITY POLICY
- ASSESSMENT FOR LEARNING POLICY
- SPECIAL EDUCATIONALNEEDS POLICY
- SMSC including BRITISH (HUMAN) VALUES
- CURRICULUM POLICY AND FRAMEWORK
- TEACHING AND LEARNING POLICY
- CURRICULUM PLANNING POLICY
- MARKING AND FEEDBACK POLICY
- MONITORING AND EVALUATION POLICY
- HOMEWORK POLICY



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Appendix 1

Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School

Information form for bilingual pupils

This will include pronunciation of the child's name, levels of attainment in home language, features of home language and any cultural needs. (see Appendix 1)

Pupil legal name _____

Pupil preferred name _____

Gender _____

Current address _____

Previous address (outside the U.K)

Previous school (outside the U.K)

Date entered UK _____

Pupil's first language (this is the language that the child heard most in the first two years of their life)

Pupil's home language and fluency (this is the language that your child hears spoken most in the home now)

Pupil's written language(s)

Other languages spoken at home pupil/parent

Any additional information

Please circle the statement that you feel best describes your child's ability to speak and understand English:

No understanding of English.

Is able to understand and speak a little English.

Is growing in confidence when speaking and understanding English.

Is fluent speaking and understanding English, but may still need some help.

Are you a refugee or are you seeking Asylum in the U.K Yes/ No?

Start date at Beeston Rylands Junior School _____

Parent/guardian name _____

Parent/guardian signature _____ date _____

