



# 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 2025	Autumn 2026	Autumn 2027
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/Ipad 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**

- Office staff 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 EDUCATIONAL NEEDS 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

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

*No understanding of English.*

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*Is able to understand and speak a little English.*

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*Is growing in confidence when speaking and understanding English.*

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

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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 \_\_\_\_\_

## Appendix 2 Beginner Strategies Checklist

Strategy	Website	Strategy used ✓
Matching a word/short phrase to a picture/image	<a href="#">Noun Project: Free Icons &amp; Stock Photos for Everything (thenounproject.com)</a>	
Sequencing pictures/images	<a href="#">Google Images</a>	
Translating key words into L1 and using L1 for initial written tasks (if student is known to be literate in L1)	<a href="#">Google Translate</a>	
Collaborative activities (Collaborative activities provide an opportunity for exploratory talk as learners work together. They are a useful way of providing an opportunity for speaking and listening for a real purpose.)	<a href="#">Collaborative Learning Project Homepage</a>	
Flashcards - Flashcards are great for memorising, revising and consolidating vocabulary and concepts, and for stimulating discussion.	<a href="#">Learning tools and flashcards - for free!   Quizlet</a>	
Graphic organisers provide a means whereby learners can organise their ideas, before going on to express their thoughts in speech or writing	<a href="#">Graphic Organisers Pack   Australian Resources (twinkl.co.uk)</a>	
Speaking and writing frames	<a href="#">Speaking and Writing Frames - The Bell Foundation (bell-foundation.org.uk)</a>	
Scaffolds – eg sentence starters	<a href="#">Sentence Starters Word Cards   Primary English Resource (twinkl.co.uk)</a>	
Cloze texts – short, simple sentences with words missing (with a vocabulary bank for extra support)	<a href="#">Cloze Procedure   Cloze Exercise   Teaching Wiki (twinkl.co.uk)</a>	