



Sunninghill
PREP SCHOOL DORCHESTER

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY includes Early Years

Supporting pupils for whom English is an Additional Language

Pupils can join the school at any point from Nursery to Form 8 and will usually continue on through the school with their peer group, going on to their chosen Senior school. When children apply to join the school an assessment is made which helps to determine what level of extra support may be required or not. For pupils requiring support in English as an Additional Language the school may require parents to pay for any extra support time or to recruit extra staff to give additional support necessary to meet that individual child's needs. This is dependent on the level of need and would only last as long as the support was required to allow that child to access the curriculum successfully on their own.

Should a pupil require teaching of English as an additional language this support would be managed through the Learning Support Department and the school's SENCO would co-ordinate the support plan and an Individual Education Plan would be created to track progress. (Please read this policy in conjunction with the school's SEN policy).

Admission with regard to EAL

- An assessment of the level of understanding determines to what extent they can:
 - i. follow lessons taught in English
 - ii. socialise, settle and make friends amongst the English pupilsfrom this the initial required level of support will be determined.

- The admissions assessment is, as for every pupil applying to the school, based on a taster session (part of or a whole day) where children are tested with age appropriate literacy and numeracy tests as part of the day.
- The school may require the pupil to come to a second taster session if it is felt by the school that the child needs more time to settle into the school and/or that further assessment of their needs is required.
- For further details of the admissions process please see the school's Admissions Policy.

EAL Staff

Claire Thomasson is the school's SEN Co-ordinator (SENCO). She has responsibility for the day-to-day running of the department and the implementation of the policy for SEN at Sunninghill.

At present our EAL experience is limited though, if required, staff in the Learning Support department can be employed for specific 1:1 support.

Under the direction of the SENCO, teachers will assess the level of the pupil's English language and be responsible for planning and delivering their lessons, monitoring their progress and liaising/reporting to staff and parents.

Provision

EAL pupils would be integrated into their year group and do all their lessons in English. Full immersion into all lessons is usual with self-access work available if necessary. Additional 1:1 support will be provided, if necessary with prior agreement with parents.

School and External Exams

EAL pupils should take their exams with the rest of their class. Exam concessions in some subjects may include dictionaries, help in reading and extra time.

Links with Senior Schools

As with all pupils EAL pupils will be supported in their choice of Senior School by the subject teachers and the Headmaster. Parents will be given support and advice by the Headmaster in helping to determine the right school for their child (ren).

The Race Relations (Amendment) Act 2000

Sunninghill follows the Recommendations from the Macpherson Report following the Stephen Lawrence Inquiry (February 1999)

We aim 'to value cultural diversity and prevent racism, in order better to reflect the needs of a diverse society' Para 67

- The school will record all racist incidents
- All recorded incidents will be reported to the Headmaster so that appropriate action can be taken. (Please see the school Anti-Bullying policy)

EAL Tuition Costs

All extra tuition is charged at a standard rate in line with Learning Support lessons.

Early Year Foundation Stage

When a child with EAL starts in Sunninghill Foundation Stage a meeting with their family is arranged and the parents are to complete an 'All About Me' booklet about their child, to help the Key Worker gather knowledge about the child's needs and their cultural and linguistic background, so that the staff can provide an experience that caters for the unique child. All Staff understand that ethnic and language minority families are not all the same and each family needs to be treated as unique.

At the meeting:

Find out as much as you can about what languages the family uses at home and when. Explain how important it is for their child to keep their first language and say that you'll be encouraging them to use it at your setting.

Find out about the family and if they have different ways of raising children due to their culture.

If the parents are new to the country or they grew up abroad, they may not be familiar with how early years education works in this country. So, explain your setting's values, the principles behind the Early Years Foundation Stage and how their child will learn through play.

Encourage the parents to visit Sunninghill to begin building strong links with home. Parents are encouraged to complete WOW observations about their child's

learning at home. Activities and games are available for children to access and take home to encourage opportunities at home to learn and reach a good standard in English.

In Sunninghill Prep School EYFS we will:

Provide resources that reflect the backgrounds and cultures of the children, for example books, posters, toys and puzzles that reflect positive images of the different ethnicities of children in Britain.

Provide musical instruments and music from around the world.

Teach topics and learning opportunities linked to multi-cultural themes.

Celebrate scripts and languages of the world by labeling areas in the setting in different languages.

Use non-verbal communication to support a child learning a second language.

Use story sacks or illustrations to create a clear visual context for stories.

Clearly label resource boxes with illustrations and text.

Use a visual timetable, using clear symbols.

Use books that reflect different cultures or tell fairy stories from other countries.

Create role-play areas that create different scenarios such as rain forests, travel agents or cafes from different countries and homes from different cultures.

Create activities that will stimulate children with EAL to communicate and talk.

Regularly monitor the child's progress, observing how the child uses language and plan activities to develop their language.

Encouraging the child's first language by encouraging staff that speak different languages to use them with the children and to talk about their language whether the children speak it or not.

Encourage children who share a common language to use it within the setting. Using their first language will develop their knowledge of languages and they can then use this understanding to develop English.