



English as an Additional Language Policy

Introduction:

At Oakwood, we believe that the best way to support those children or pupils who do not have English as their first language is through complete immersion in their new target language. This 'total immersion' approach to the acquisition of a new language is not only one that is recommended by many leading authorities on language acquisition, but also one that we have found works best for the age range of our children and pupils. Children and pupils joining the school are monitored by all teaching staff to ensure that their ability to speak and understand English is sufficient to enable them to both access the curriculum and benefit socially from the school environment.

Early Years Foundation Stage

In the Early Years Foundation Stage, children with English as a second language, in accordance with the SEND Code of Practice, will have their abilities in the following areas considered by their Key Person or teacher:

- Ability to use and understanding of vocabulary (speaking and listening)
- Pronunciation
- Awareness of the sounds of the alphabet

Older pupils will be monitored to ensure that their command of both written and spoken English develops appropriately for their age and experience and is not preventing either access to the curriculum or progress.

1. Aims and Objectives:

- 1.1. To support a pupil whose mother tongue is other than English
- 1.2. To ensure that all subject staff are aware of a child's difficulties and are teaching in a sympathetic and appropriate way, taking account of different learning styles (See Teaching & Learning Policy.)
- 1.3. To differentiate teaching material to accommodate their language need through simplified instructions and supportive illustrations.
- 1.4. To encourage effective communication between school, parents, and teaching staff.

2. Channels of Communication:

- 2.1 Weekly staff meetings.
- 2.2 Direct contact between staff or staff/parents. (Such discussions with parents are to be electronically recorded and kept in the SEND & G&T folder in the shared files area.)
- 2.3 School reports.
- 2.4 Parents evenings.
- 2.5 Parent/Teacher meetings - by appointment.

3. Guidelines:

For a learner, the immersion phase in the language learning process can initially be difficult and it is not unusual for the pupil to feel overwhelmed while learning the language. However, after a period of exposure, particularly where the child or pupil is both fully supported at school (by either their key person or teacher and teaching assistants) and at home, words, phrases, conversations and expressions rapidly begin to make sense.

One of the benefits of our strategy is that the pupil sees and feels the language in its natural environment. In short s/he sees, hears, feels and 'lives the language', seeing expressions, words and phrases in context, complete with the physical movements, facial expressions, hand motions and tone of voice.

In the total language immersion situation, the language centre of the brain comes into play to learn the patterns and structure of a language. New neural pathways are created in the brain to 'make sense' of the complexities of grammar, the structures language and the way sentences are constructed. Through combining the learning of the target language with structured tuition, our pupils who have English as an Additional Language accelerate their learning process and swiftly secure their understanding of their new target language.

The facility exists for children with English as an additional language to have 1:1 English lessons with a specialist teacher.

4. Formal Assessment of Progress:

Children sit NFER tests in Non-Verbal & Verbal reasoning and standardised tests in English and maths each year. Their reading ages and comprehension are assessed each year in the Michaelmas term and again in the summer term with their spelling ages. Pupils who have English as an Additional Language will be monitored carefully to assess their suitability and capability of sitting such tests. In consultation with their subject teacher and SEND coordinator, the decision to award additional time, to complete the tests may also be considered.

Reviewed: September 2015	By:	Nicole Stephens
Reviewed: August 2016	By:	Charlotte Mason, IENCo
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