

Deykin Avenue JI School
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Deykin Avenue J School is proud to have achieved UNICEF Level 1 Rights Respecting Award (February 2017). The RRSA is based on the principles of equality, dignity, respect, non-discrimination and participation. The rights of the Child are at the heart of our school's ethos and culture.

This policy links to the following rights:

Article 3 - Best interests of the child, Article 28 - Right to education, Article 29 - Goals of education

Policy on English as an Additional Language (EAL)

Introduction

In our school, all our children are important, and this applies to all aspects of their education - their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we aim to take account of each child's individual needs and experiences.

A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

Being a speaker of more than one language is no disadvantage to educational achievement. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

Teaching and learning style

At Deykin Avenue School, the teachers use various methods to help children who are learning English as an additional language:

Developing their spoken and written English by:

- ensuring that vocabulary is explained and understood;
- supportive staff use home language if possible to support learning
- Google translate is used to help translate materials if applicable
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials,
- giving them appropriate opportunities for talking, and using talking to support writing;

- model the correct vocabulary and sentence structure
- encouraging them to relate one language to another;

Ensuring their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, video and audio materials, dictionaries and translators, and readers
- using the home or first language where appropriate.

EAL and inclusion

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work, unless it is to develop their basic skills in the first instance of them coming to our school. We provide learning opportunities that enable all pupils to make good progress. We try and use supportive materials and we strive hard to meet the needs of all pupils learning English as an additional language.

We do not withdraw children from core lessons to receive EAL support. Teaching Assistants work in partnership with class teachers within classrooms, or in some instances, having small groups or individuals outside of the classroom.

In the EYFS, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

The EYFS helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support as much as possible to extend vocabulary;
- providing opportunities, where possible, for children to hear their home languages as well as English;
- providing a variety of writing, where possible and appropriate, in the children's home languages as well as in English.

Monitoring and review

This policy is monitored by the Governing Board, and will be reviewed in two years, or earlier if necessary.

This policy was adopted by the Governing Board on

Signed:

Date: