

CONTENTS	Page
1.0 INTRODUCTION.....	1
2.0 AIMS OF THE POLICY	ERROR! BOOKMARK NOT DEFINED.
3.0 KEY PRINCIPLES	ERROR! BOOKMARK NOT DEFINED.

1.0 INTRODUCTION

At Options Trent Acres School we celebrate the fact that children may speak more than one language and acknowledge their ability to use a variety of community languages.

In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

2.0 AIMS OF THE POLICY

The National Curriculum secures entitlement for all children in all key stages, to a number of areas of learning. It gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language.

3.0 SUPPORTING PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE

Prior to pupils joining Options Trent Acres School, a full comprehensive assessment of needs and aptitudes is carried out. The findings from these assessments are used to inform planning for learning and identify where specific support is needed.

At Options Trent Acres School, teachers and teaching assistants take action to help pupils who are learning English as an additional language by various means:

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing many opportunities to review, revise, repeat and relearn key words and phrases to secure learning
- displaying key vocabulary around the school, this includes labelling of everyday items to develop recognition of letter formation and match to sounds
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;

- providing a range of reading materials that highlight the different ways in which English is used;
- matching reading materials to letter sounds to support early reading so that pupils are able to make links in their learning
- phonic knowledge developed through Read, Write Inc. Additional support in segmenting and blending provided within lessons and guided reading sessions
- access to a range of texts from different cultures
- celebration of events from around the world, exploring cultural identities
- focused intervention work for pupils needing support in specific areas
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- making sure resources are matched to needs and aptitudes of pupils
- providing support through ICT, video or audio materials, dictionaries and translators and readers
- setting targets in literacy for targeted children

Curriculum access

All children at Options Trent Acres School follow the curricular requirements of the National Curriculum.

Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We do provide additional support for EAL pupils. This may involve the receiving one to one support or small group work.

The Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;

Assessment

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

All pupils at Options Trent Acres have special educational needs and/or disabilities (SEND). Following assessment, all pupils have a Person Centred Plan (PCP). This outlines their EHC targets, along with any intervention required and supporting strategies.

Progress towards PCP targets is reviewed on a six weekly basis during a parent/carer review.