



English as an Additional Language (EAL) Policy

Contents:

Statement of intent

1. Teacher responsible for pupils with EAL
2. The role of school staff members
3. Support
4. Inclusion
5. Initial assessments
6. Classroom practice
7. Access to the curriculum
8. Working with parents and carers
9. Special educational needs (SEN)
10. Monitoring progress
11. Policy review

Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.
- Ensure strategies are in place to support parents and carers with EAL.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers, support and admin staff with the necessary skills, resources and knowledge to support pupils, parents and carers with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.
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1. Teacher responsible for pupils with EAL

1.1. The teacher responsible for pupils with EAL is Mrs Becky Hawkins. Their responsibilities include:

- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with parents.
- Liaising with Ethnic Minority and Traveller Achievement Service (EMTAS)

2. The role of school staff members

2.1. All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Ensuring correspondence from school is translated (using google translator) or explained through an interpreter (this may include the pupil).
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

3. Support

3.1. Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction classes. This provision will be made by the EMTAS team. These classes focus on practical, everyday English. During the induction period, typically lasting six weeks but varying dependant on pupils' progress, pupils will still take part in PE, art and maths classes.

3.2. In-class support and small group work is utilised as soon as the pupil can be successfully integrated into the classroom environment. The pupil will still spend time with their intervention teacher or teaching assistant on a daily basis.

4. Inclusion

4.1. The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

5. Initial assessments

- 5.1. The school will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.
- 5.2. Initial assessments are carried out by the class teacher or by a member of the EMTAS team
- 5.3. Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning.
- 5.4. The pupil and the parents/carers of the pupil may view the assessment at any time.

6. Classroom practice

- 6.1. Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.
- 6.2. Classroom activities will be matched to pupils' needs and abilities.
- 6.3. Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- 6.4. Where possible, the following practices will be utilised to improve pupils' literacy:
 - Utilisation of the pupil's first language expertise.
 - The provision of writing frames.
 - The use of props.
 - Following of 'Racing into English Scheme'
- 6.5. Language skills will be developed through:

- Collaborative activities involving spoken communication.
 - Feedback opportunities and conversations.
 - Good models provided by peers.
- 6.6. Active participation will be encouraged by:
- Grouping pupils in mixed ability groups to develop language skills.
 - 'Expert' readers and writers present in each group to provide assistance and model language.
- 6.7. Classroom displays will reflect cultural and linguistic diversity.
- 6.8. Assessment methods will allow pupils to show what they can do in all curriculum areas.
- 6.9. Bilingual dictionaries are available to aid pupils with EAL.
- 6.10. Dual language textbooks are available and used where possible.
- 6.11. Visual supports are utilised where possible.
- 6.12. Prior to any private tuition/one-to-one support, the pupil is informed of the purpose of the session and the objectives.
- 6.13. Dual language communication with parents/carers where possible

7. Access to the curriculum

- 7.1. The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
- The language and learning demands of the curriculum are analysed and support is provided.
 - Visual support is utilised to provide greater understanding of key concepts, (use of WIDGET).
 - There are opportunities for pupils to use their first language in the classroom.
 - The support requirements of pupils with EAL are identified and the support is made available.

8. Working with parents and carers

- 8.1. Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:
- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
 - Provide interpreters for meetings when needed.
 - Ensure the language used in letters to parents is clear and straightforward.

- Where appropriate, read through the letter with children before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL (using google translator).
- Encourage parents/carers to attend parents' evenings and participate in school functions.
- Encourage parents/carers to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

9. Special educational needs (SEN)

- 9.1. A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.
- 9.2. A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.
- 9.3. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists.
- 9.4. Where appropriate, the school will arrange an assessment in the child's first language.
- 9.5. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- 9.6. The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

10. Monitoring progress

- 10.1. The monitoring of pupils' progress is shared between all teachers, both mainstream and EAL support.
- 10.2. Individual pupil profiles are updated following assessments and reviewed on a termly basis to identify and address problems.

11. Policy review

- 11.1. This policy is reviewed every two years by the **teacher responsible for EAL pupils** and the **headteacher**.
- 11.2. The scheduled review date for this policy is January 2024.

