



English as an Additional Language (EAL) Policy

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1. Defining English as an Additional Language (EAL)

An EAL pupil is a pupil whose first language is not English. The term EAL is used in this policy as synonymous with alternative terms such as ESL (English as a Second Language) and ESOL (English for Speakers of Other Languages) This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils may be:

- Newly arrived from a foreign country/school where English is not the first language;
- Newly arrived from a foreign country where English is not the first language but from an English-speaking school
- Born abroad, but moved to the UK at some point earlier in childhood
- Born in the UK, but in a family where the main language is not English

It is important to note that EAL pupils will need varying levels of provision.

2. Context of the School

- Pupils on roll - 280
- 8.93% are EAL

3. Aims

- The school is committed to ensure that appropriate provision is in place for pupils for whom English is an Additional Language to enable them to succeed and meet their academic potential.
- The school will identify pupil's needs, establish a programme of support to be implemented and ensure equality of opportunity.
- The school will ensure that in learning English, pupils should, where appropriate, be encouraged to make use of their knowledge of their home language and culture, to aid deeper understanding and familiarity with the taught curriculum.
- The school will provide full access to the National Curriculum for bilingual and multilingual learners in the mainstream classroom, working alongside children whose first language is English.
- The school will ensure that new arrival pupils and pupils in the early stages of learning English are entitled to participate as fully as possible in the work of the class and recognise that work in every area of the curriculum contributes to development in learning English. EAL learners make the best progress within a whole school context, where pupils are educated with their peers.
- This policy applies to all pupils, including those in the early years.

4. Roles and Responsibilities

4.1. School

- To ensure that the class teacher, leaders, parents or carers and outside agencies all work effectively together to meet the needs of the bilingual child.
- To create a welcome environment where linguistic and cultural diversity are recognised and respected and where children will feel comfortable to speak in their home language.
- To celebrate cultural diversity, home background and religion through whole school assemblies, school displays, culture days and monthly celebrations of languages

- The school environment promotes language development through the rich use of language.
- The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.
- Bilingualism and multilingualism is viewed as a positive and life enriching asset.
- Parents and prospective parents will be provided with the particulars of our EAL provision.
- To communicate with families using platforms such as ClassDojo so that they can use the translation function.
- To translate letters and relevant information into the main languages spoken in the school wherever possible or appropriate.
- To provide translators wherever possible for parent's evenings and such events.
- To allocate a budget to provide appropriate teaching materials.
- To enable staff to undertake appropriate professional development to meet the needs of minority/ethnic EAL pupils.
- To provide a welcoming admission process, involving mother-tongue support wherever possible.
- The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a western culture which may be foreign to them, and appreciate their own cultural uniqueness;

4.2. Curriculum Lead and SENCo

- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To disseminate relevant information gained through courses/network meetings to all teaching, support and supervisory staff.
- To support teachers in valuing pupils' prior experience and making links with parents, including provision of multilingual information.
- To monitor the language development and educational progress of EAL children and use the data to support and advise teachers about classroom management and curriculum planning.
- To monitor the assessment of newly arrived pupils (within a 2 week period).
- To monitor and observe curriculum plans to ensure they show differentiated/supported work for EAL pupils.
- To complete a School Development Plan incorporating action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils.
- To work in liaison with SENCo staff to differentiate between pupils with EAL needs and SEN and to support the planning of intervention programmes accordingly.
- To maintain and update a school resource base for EAL learners.
- To liaise with other staff and be involved in relevant in-service activities for supporting EAL pupils in their mainstream class.

4.3. Class Teachers

- To provide for EAL learners access to and successful engagement in the learning activities of the class by identifying and developing appropriate differentiated materials, providing cognitive challenge and scaffolding the acquisition of the English language.
- To use a range of teaching strategies to engage, motivate and accelerate progress that is reflective of pupils' culture, background and needs where appropriate.

- To organise learning in such a way that EAL pupils have the opportunity to participate with their peers in small, collaborative activities providing plenty of opportunities for speaking and listening.
- To ensure that, in learning English, EAL pupils should, where appropriate, make use of their knowledge of their own language and culture.
- To ensure the role of additional adults with EAL expertise, bilingual or multilingual skills are clearly indicated within their planning and they are either involved in the planning process or have plans shared at the earliest opportunity.

5. Assessment, Monitoring and Review

- It is recommended by Ofsted that in the early stages of language acquisition, EAL pupils' achievements are levelled, recorded and monitored. We do this by assessing pupils orally in class, low-stakes quizzing and half-termly assessments catered to their age and ability group.
- Assessments and observations are carried out regularly in order to ensure that children are continuing to make progress, to ensure effectiveness of teaching strategies and to inform future planning and teaching.
- The school recognises that most EAL pupils needing additional English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.
- EAL pupils' attainment will be recorded and monitored using Bell's Foundation Framework.

6. Supporting New Arrivals

- Bilingual staff (where possible and appropriate) will undertake initial parent induction, completing information sheet about previous schooling, language(s) spoken, and language (s) in which literate, date of birth, date of entry to UK, pupil/mother/father countries of origin and any additional background information that will assist the school in meeting the needs of the child. A copy is given to the class teacher allowing appropriate preparations to be made.
- Preparations will include; allocating a 'buddy' from the same class preferably someone who speaks the same language; talking to the class about how the new arrival can be supported; bilingual signs and labels for those old enough to read and write in home language; learning correct pronunciation of their name; learning a few key words/greetings in the child's first language.
- Consideration will be given to how children are grouped bearing in mind EAL learners need to hear good models of language from peers and adults and therefore are more likely to make progress in language development when working alongside peers with similar cognitive ability and greater linguistic proficiency.
- Planning will clearly show evidence of differentiation and teaching strategies deployed to allow new arrivals full and equal access to the NC.
- Curriculum lead and SENCo will work together to provide, wherever possible, dual-language books and E-books, educational software and dictionaries in child's first language to the appropriate class teacher.
- Wherever possible, support will be made available for parents of new arrivals to familiarise themselves with the new education system of which their child is now part.
- Families will be connected to ClassDojo and Google Classroom so that they can follow their child's learning and school life.

7. Monitoring Arrangements

The Headteacher and Senior Leadership Team monitor coverage of a 'broad and balanced curriculum' for our EAL children which includes the subjects required by the National Curriculum, through:

- Meetings with the curriculum lead and SENCo
- 'Fact finding' visits in which they meet with staff and children, and observe the school in action
- Link visits covering specific areas of the School Development Plan

The curriculum lead and SENCo will monitor the way curriculum subjects are taught throughout the school by:

- Development drop-ins
- Book and assessment folder scrutinies
- Pupil surveys
- Curriculum reviews
- Data review meetings
- Bite-sized CPD and T&L updates

This policy will be reviewed by the headteacher every 3 years but can be revised earlier if required. At every review, the policy will be approved by the full governing board.

8. Links with Other Policies

This policy links with our:

- SEND Policy
- Assessment Policy
- Curriculum Policy
- Early Years Foundation Stage Policy