

English as an Additional Language (EAL) Policy

Whole School & EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.



Policy Review Information:

Policy	SHPA EAL Policy
Review schedule	Every 4 years
Statutory Policy	No
Policy owner	Principal
Lead Reviewer	Principal
Approver and date of last approval	Principal, 02/2024

Key review dates	Changes made
09/2016	Written by A Ashcroft
09/2020	Reviewed: Changed details of data collection. Added details that the parent would find a translator where appropriate.
02/2023	DPA version aligned to SHPA branding for September '23 opening
20/2/24	Removal of reference to learning plans. Change of title from EAL lead to Inclusion lead.
Next review 1/9/2028	

Policy Statement

Children who are learning English as an additional language (EAL) have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English. The school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language, and for raising the achievement of ethnic minority pupils who are at risk of underachievement. The school will identify individual pupils' needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

This policy takes reference from The Equality Act 2010, the Race Relations Act 1976 and the National Association for Language Development in the Curriculum (NALDIC). It is linked to our Equality Policy, Teaching and Learning Policy and our SEND Policy.

Aims and objectives

We aim to ensure that:

- we create a welcoming and supportive environment which will encourage pupils to participate fully in all areas of school life;
- we value and respect the cultural and linguistic identities of EAL pupils and use these to enrich the learning of all pupils;
- we will have high expectations of EAL pupils;
- we develop the oral and literacy skills of EAL pupils so they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life;
- we integrate new EAL children into the school in order to ensure that they gain access to the curriculum;
- we encourage and enable parental support in improving children's attainment.

Key Principles:

- EAL students will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated;
- EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points;
- EAL students are not automatically SEN (special educational needs) and should not be labelled / treated in this way;
- EAL students are not automatically lower ability and should not be labelled / treated in this way;
- EAL students will have potential strengths as well as additional needs;
- there is a social-emotional and cultural dimension to catering for the needs of EAL students.

Responsibilities of the Principal:

- appointment of EAL co-ordinator;
- allocation of budget;

- monitoring and evaluation of EAL pupil progress data;
- annual reporting to Multi Academy Trust.

Responsibilities of the EAL Lead (Inclusion lead):

- monitor standards of teaching and learning of EAL pupils with the Principal;
- liaise with class teachers to identify and support EAL pupils;
- responsible for analysis of relevant school data for improvement purposes;
- ensure effective support, deploy support and monitor its effectiveness;
- manage resource materials and equipment to ensure sufficiency and adequacy.

Stages of language development

i).Continued use of the home language

When children enter an environment where the language they use to communicate at home is not understood, they may continue to use their home language in the expectation that they will be understood. Depending on the messages the children receive about the use of languages other than English in the setting, this stage is likely to be relatively brief.

ii).The silent or non verbal period

Many children, when they enter an unfamiliar early years setting, go through a period which has been observed by a number of researchers as the silent or mute period. During the Silent or Non-verbal period, children need time to acclimatise to the new context and to begin to tune in to the sounds of English in the setting and to begin to know what is expected. During this time children may begin to rehearse the language silently to themselves and in time begin to practise the utterances in private speech until they have the confidence to try out the language for communicative purposes or go public. They require reassurance and encouragement at this time so that they feel they are accepted members of the group.

iii). Repetition and language play, use of formulae, routines and single words

Children begin to use single words or formulaic phrases and repetition during the early stages of learning English. They use formulae and chunks of language as ready-made phrases in routine situations. This enables the learners to interact with others. These chunks of language may include memorised sequences in singing rhymes and stories, routine language used at specific times in the setting, for example 'happy birthday', answering the register, asking to go to the toilet.

iv). More complex English or productive language use

Children begin to develop productive use of the additional language which means they can build on and extend the use of single words and chunks of English to produce more complex language. They may combine some of the chunks they have acquired and begin to produce longer and more complex sentences which approximate more closely to the intended meaning.

Teaching Strategies

In our school teachers employ various methods to help those children who are learning English as an additional language achieve their full potential.

Teachers develop spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- 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;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- new children are paired up with a buddy in the classroom to model good use of language;
- practise and development in language skills is encouraged through collaborative activities that involve talk;
- 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.

Teachers ensure access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- access to meaning is provided by presenting and introducing topics with visual support for key concepts whenever possible (videos, pictures, objects);
- displays and resources in the classroom and around school celebrate difference;
- using the home or first language where appropriate and possible.

Strategies for the non-verbal or silent period

- continued talking even when children do not respond;
- persistent inclusion in small groups with other children;
- use of varied questions;
- inclusion of other children as the focus in the conversation;
- use of the first language;
- acceptance of non-verbal responses;
- praising of minimal effort;
- expectations to respond with repeated words and/or counting;
- structuring of programme to encourage child to child interaction;
- provide activities which reinforce language practice through role play.

We do not generally withdraw children from lessons to receive EAL support. However, when deemed necessary (a new arrival who speaks/understands no English) there may be provision made for a period of one to one focused support.

Parent Partnership

In order to create effective relationships with parents of our EAL pupils we will:

- provide a comfortable and welcoming environment where parents/carers can discuss any concerns;
- connect parents with the same home language;
- ensure shared knowledge and support via learning reviews
- take into account parents' knowledge, views and attitudes;

Monitoring and evaluation

A school review of policy and practice is undertaken, in conjunction with the Multi-Academy Trust nominated member, three years. The progress of EAL pupils is reviewed by the Principal and Director of Education of the Multi Academy Trust at the data points in the year. This is reported to the Multi-Academy Trust termly. Any specialist resource provision will be clearly noted. The effectiveness of intervention will be analysed. The outcomes of this review are used to inform the School Development Plan.

Ongoing monitoring of the planning and provision for EAL pupils takes place through class observation, book scrutiny and co-ordinator monitoring across the curriculum. The Senior Leadership Team discuss and analyse progress data and observation and scrutiny information. Action Points are agreed and shared with staff.

Staff receive professional development in meeting the needs of EAL pupils within the ongoing cycle of school INSET and through specific CPD activities Staff skills development and training are discussed in staff Performance Review meetings.