ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Responsibility of *(see policy tracking sheet):*	SLT*
Approved by:	SLT* (and *presented to the Local Governing Body)
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1. Introduction

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is a language other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

1.1 Aims
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

1.2 Objectives
- To provide a welcoming atmosphere for newly arrived pupils with EAL • To gather accurate information regarding children's backgrounds, cultures and abilities
- To be able to assess the skills and needs of pupils with EAL and to provide for their needs
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

1.3 Roles and responsibilities

The LGB will have overall responsibility for the implementation of this policy.

The Principal will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.

- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfill their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The EAL lead will be responsible for:

- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.
- Teaching small groups of pupils with EAL and providing classroom support. Liaising with teaching staff on support for pupils with EAL.
- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language national examinations.
- Developing relationships between the school and parents of pupils with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- 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.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.

2. Strategies for delivery of EAL
There will be a positive and effective language ethos:
- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem
- The language development of all pupils is the responsibility of all teachers and teaching support staff
- Staff will be mindful of any possible culture change that pupils may experience, and support them with that as much as possible
- Diversity will be valued and classrooms will be socially and intellectually inclusive
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom

teaching and pupil grouping
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

3. Teaching and Learning

nitial assessments

When pupils first join the school, they 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.

The assessment will be carried out using the form provided in [Appendix 1](#).

Initial assessments are carried out by the EAL lead, and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessment at any time.

Classroom Practice:
In order to ensure that we meet the needs of EAL pupils, staff will:
- Assess the pupil's fluency level as soon as possible (see Appendix 1)
- Provide adapted sources and resources for EAL pupils e.g. reduced content, dual-coded word mats, writing frames, stem sentences, research in mother language
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- Have high expectations, expect pupils to participate in all classroom activities/tasks Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- Recognise that EAL pupils need more time to process answers and to complete extended work
- Allow pupils to use their mother tongue to explore concepts when appropriate ● give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- Group pupils so that EAL pupils hear good models of English
- Use collaborative learning techniques.
- Adapt lessons with the appropriate scaffolds such as through the use of visuals, widget, stem sentences.
- Language skills will be developed through:
- Collaborative activities involving spoken communication
- Feedback opportunities and conversations
- Good models provided by peers.
- Peer Reading

Spoken and written communication between the pupils and teaching and non-teaching staff, and between the school and parents/carers and the local community, will be positive and appropriate, including the use of pupils' home languages.

4. Working with Parents/Carers

Liaison with parents/carers is vital to create a strong home and school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents/carers 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/carers is clear and straightforward ● Share messages/letters via Class Dojo (parents/carers can selected referred language to translate)
- Encourage parents/carers to attend parents' evenings and participate in school functions
- Invite parents/carers to school to help with class activities, such as cooking, reading and class outings, where appropriate
- Plan activities in a way that ensures they do not clash with religious/community commitments.

5. Pupils with Special Educational Needs and Disabilities (SEND) A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs/Disability (SEND) and Inclusion Policy.

The school will ensure that the parents/carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

6. Links with Other Policies

This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

- **Appendix 1**

First Language Assessment Form

	Y/N

Appendix 2

Guidelines for good practice

Background information

Some definitions for English as an Additional Language Learners;
- An EAL child is a learner of English whose first language is not English.
- 'First language' is the language to which the child was initially exposed during early development and continues to use this language in the home and community.
- If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.Source: School census preparation and guidance for 2007 (DfES 2007)
- Bilingual is taken to mean all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages. So the term EAL remains with Bilingual learners no matter how proficient they are. Source: Aiming high: raising the achievement of minority ethnic pupils (DfES 0183/2003)
- It will take on average five to seven years to become fully competent in a second language, although individuals will vary in the speed with which they acquire this competence.
- Fluency in spoken English is usually achieved within two years but the ability to read and understand more complex texts containing unfamiliar cultural references and write the academic language needed for success in examinations take much longer.
- A wide spectrum of school pupils make use of EAL teaching.
- Some may be new to English and even unfamiliar with the alphabet.
- Some may already speak, understand or be literate in more than one language.
- Others will have previously been taught English as a foreign language.

How parents and carers let the school know that their child is a child with EAL

- Parents indicate that their child is one with English as an Additional Language on the data entry sheet on arriving at the school.
- The EAL leader and class teacher are then informed once the children have arrived in school and into the class.

New Arrivals with little or no English
- Integration into the school of EAL pupils at the early stages of acquiring English is essential.
- New pupils should be introduced to the class teacher, teaching assistant and class upon arrival.
- New pupils should feel welcomed with a special friend (who speaks the same language if possible).
- New pupils receive a tour of the school and introduction to other members of staff, including the office staff.
- Any background information received from previous schools or from parents will be shared with the class teacher, teaching assistant and other relevant staff in order to aid integration. This includes any data received.

- Within a few days, the EAL leader will meet the child and carry out a New Arrival Checklist, the profile of competence and provide a settling in plan and targets in order that the class teacher is equipped with relevant resources which may include dual language books. (See Appendix 1). The EAL Leader will also carry out a basic skills assessment in order to ascertain the abilities both verbally and non-verbally of the child.
- The importance of home school links cannot be underestimated. In some cases, parents will need to be helped to find out about the education system and encouraged to work with the school to help their child. Families must be supported to feel confident in approaching the school. Early contact between parent and class teacher is essential, with translation from a family member or friend if necessary.
- Pupils in the early stages of learning English who are literate can be encouraged to record work in their mother tongue, if appropriate to the task, making steps to writing in English as they become more proficient.

For all EAL learners –

The Role of the class teacher
- Teachers are responsible for providing first quality teaching for all pupils in their class.
- This includes groups such as those with English as an additional language. ● Teachers are responsible for planning tasks that match all children's learning, whatever their ability.
- Teachers use techniques such as exciting hooks, preview, word lists, modelling and demonstration and visual aids in order to aid EAL learners. These are placed onto the planning.
- Teachers are responsible for assessing all children and providing data in the autumn, spring and summer terms.
- Advice and support will be given by the EAL leader where an EAL child has made very little or no progress.
- Teachers will provide a supportive learning environment and encourage children to share the culture, language and religion.