

English as an Additional Language

POLICY STATEMENT

- Our School's community is enriched by the diversity of ethnicity, culture, and language of its Pupils. The school is committed to providing suitable and meaningful provision of teaching for Pupils who have English as an additional language (EAL) or who are bilingual. The school identifies individual Pupil's needs, recognises the skills they bring to school and ensures equality of access to the curriculum.
- Equality of access to the curriculum for all Pupils, including those for whom English is an additional language, is provided not only by direct language support from teachers but also by a whole school approach. Where needed, specialist resources will be sourced prior to the Pupil commencing their placement with us. Our whole school approach creates a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources, as well as whole school celebrations that embrace a wide range of world cultural events.

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1. Scope

1.1 Aims

- 1.1.1 Pupils have full and equal access to the curriculum, whatever their religion, ethnicity, first language, special educational needs, or gender. This policy sets out how that access is achieved with regard to Pupils for whom English is an additional language (EAL). The school will creatively provide effective learning opportunities for all Pupils by setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.
- 1.1.2 This policy sets out the aims and practices to support Pupils who are EAL, and to those that may be ‘new arrivals’: referring to Pupils who have recently arrived in the UK or have been in the UK for less than 5 years and have no/very little English upon entry to our School.

1.2 Procedures for Newly Arrived EAL Pupils

- 1.2.1 The school’s admissions procedure will be followed when considering all Pupils for a place at our School. Newly arrived EAL Pupils who join our School are admitted with a fully individualised programme that covers language and culture, in addition to supporting their needs and developing their personal areas of strength.
- 1.2.2 Newly arrived Pupils with no English language and those who are illiterate in their native language receive structured EAL intervention curriculum during their English and wider curriculum lessons. Teachers provide the Pupils with an intensive structured programme of English and literacy. For the remainder of their timetable, EAL Pupils join their classes in order to develop their social and communication skills, and to ensure that they feel part of the school community. Like all of our Pupils, the progress of those with EAL is closely monitored and Pupils’ Individual Learning Plans (ILPs) are adjusted accordingly.
- 1.2.3 EAL Pupils who do not require intensive EAL intervention join their classes and their progress is monitored by Team Members throughout the year. It is the responsibility of Team Members to ensure that their individualised curriculum is meeting the needs of all EAL Pupils and responds appropriately to their language needs. The Headteacher systematically liaises with Team Members to quality assure the teaching and support for EAL Pupils. EAL Teaching assistants offer additional in-class support for underachieving Pupils in English and Maths classes.

1.3 Good Practice in Working with Bilingual and Multilingual Pupils

- 1.3.1 Our School recognises the following factors as being central to progress for EAL Pupils:
- recognition of the importance of their native/first language.
 - adopting a zero-tolerance policy against racism and bullying.
 - strong home/school and wider community links.
 - a learning environment that is sympathetic to a variety of cultures.
 - resources that include bilingual materials.
 - a curriculum which portrays positive images and role models.

1.4 EAL Teaching Monitoring

1.4.1 Our School supports newly arrived EAL Pupils as well as supporting teaching in the school through:

- the induction of newly arrived EAL Pupils and an initial assessment of their development.
- teaching EAL and ESOL classes, particularly for those Pupils who are newly arrived.
- providing in-class support to EAL Pupils.
- monitoring EAL Pupils' progress.
- collaborative working practices to share advice on strategies and resources, language needs assessment, and information relating to cultural and social background.
- providing Team Member training and development on specific areas for EAL Pupils.
- providing advice on classroom strategies, inclusive curriculum materials and differentiation of resources for EAL Pupils.
- developing positive relationships with families.
- liaising effectively with external agencies.

2. Curriculum

2.1 Curriculum Principles

2.1.1 The curriculum reflects the ethnic and cultural diversity of the locality. Good education begins from sharing the experience that Pupils bring to school from a variety of ethnic and cultural backgrounds. The school enables Pupils from minority ethnic backgrounds to gain full access to the curriculum and to develop strategies for recognising and overcoming any obstacles that prevent Pupils from developing their full potential in school.

2.2 Curriculum Planning

2.2.1 Careful planning ensures that EAL Pupils are able to access a broad, balanced, and multicultural curriculum and that their needs and interests are being supported. All Team Members consider the language demands alongside the content of the curriculum and plan how they can support EAL Pupils to develop literacy skills, including spoken language, appropriate to their subject.

2.2.2 Teachers ensure that:

- the language and learning needs of Pupils are clearly identified and provided for.
- the support requirements of Pupils are identified.
- the language and learning demands of the curriculum are analysed, and support is provided.
- visual support is provided for key concepts.
- planning includes opportunities for first language activities in the classroom.

2.3 Curriculum and Classroom Practice

2.3.1 Pupils learning English as an additional language are the responsibility of all Team Members and as such all Team Members:

- have high expectations of all Pupils regardless of ethnicity, gender, or social background.
- use spoken language strategies to develop subject learning and to model writing for key text types within their subject.
- develop active reading strategies to increase Pupils' ability to read for a purpose and engage with a variety of texts.
- match activities to Pupils' needs and abilities and so they have a clear sense of progression.

2.3.2 The development of oral communication and literacy is reinforced through:

- the awareness and utilisation of the Pupil's native/first language expertise.
- provision of scaffolding, writing frames, visual aids, and story props.

- collaborative activities that involve talk.
- opportunities for feedback to others.
- models produced by peers to show what can be achieved.

2.3.3 Classroom strategies will encourage and support active participation by:

- using ‘supportive experts’ in each group i.e., good readers and writers.
- using a range of grouping strategies (ability, language, interest, random, gender, age).
- creating displays in the classroom and around the school will reflect linguistic and cultural diversity.
- utilising assessment methods that show what Pupils can do in all curriculum areas.
- having bilingual dictionaries are available and encouraging bilingual Pupils to use them.
- having dual language textbooks available and in use where appropriate.
- increasing the Pupils understanding by presenting and introducing lessons or topics with a range of visual supports.

2.4 Liaison with Families

2.4.1 Our School will make sure that home language does not prevent families from accessing information on their child’s special educational needs or from putting forward their point of view.

2.4.2 As with all Pupils, it is acknowledged that liaison with families is a vital element in the formation of a home-school partnership to support learning in school. Effective communication is the key for parents of EAL Pupils and this is taken into consideration by:

- providing a welcoming environment and actively seeking to put families at ease in what may be an unfamiliar setting.
- providing interpreters when and where they are needed, particularly during visits to the school and in meetings where there may be multiple professionals.
- reading through letters, where appropriate, with Pupils before they are taken home.
- providing translations of school documents in native/first languages, where appropriate.
- providing a translation of the school’s website into the native/first language of Pupils who attend the school.

- encouraging parental attendance at parents' evenings and participation in other school functions.

2.5 Assessment and Target Setting

- 2.5.1 The progress of EAL Pupils would be monitored by individual teachers in their subject trackers. The Headteacher also monitors and tracks the progress of EAL Pupils on a regular basis and liaises with Team Members and SENDCo to implement strategies and interventions that will improve the progress of EAL Pupils.
- 2.5.2 Newly arrived EAL Pupils' Individual Learning Plans (ILPs) are regularly updated with relevant information from the Pupil's regular assessment tasks; these indicate the Pupil's progress, whilst also informing curriculum planning.
- 2.5.3 Initial targets for EAL Pupils are set on the basis of their baseline assessments, any prior attainment data and EHCP. If a Pupil has no prior education in the UK, realistic yet challenging targets are set by the Headteacher in conjunction with the Pupil's teacher.

3. Legislative Framework

3.1.1 This policy has been drawn up on the basis of law and guidance, namely:

- Equality Act, 2010
- Pupils Act, 2004
- The Disability Equality Duty, 2006
- Human Rights Act, 1998
- The Equality Act 2010 and Schools Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, DfE, May 2014
- Advice on Standards for School Premises for Local Authorities, Proprietors, School Leaders, School Staff and Governing Bodies, DfE, March 2015
- SEND Code of Conduct, DfE, January 2015/2021
- Promoting the education of looked after and previously looked after children, DfE, 2018
- Information Sharing Advice for Practitioners Providing Safeguarding Services to Pupils, Young People, Parents and Carers, March 2015
- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2024