Cledford Primary School

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Establishment Number: 3810

Federation Headteacher: Mrs A J Booth   School Principal: Mrs J Nurse

Federation English as an Additional Language (EAL) Policy

Reviewed: February 2023

<u>Signed:</u>

Mrs J Sercombe (Chair of Governing Board) ……………………………………………………………………………………

Mrs AJ Booth (Federation Headteacher) ……………………………………………………………………………….

Mrs J Nurse (School Principal GPNS) ………………………………………………………………………………..

Mr C Adlington (School Principal CPS) ....

Next Review Date: February 2025

Contents:

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 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.

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils who are learning English as an additional language this includes recognising and valuing their home language and background. We celebrate the fact that some of our children speak more than one language and we acknowledge their ability to use a variety of community languages.

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

At our schools, 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.

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 and support staff with the necessary skills, resources and knowledge to support pupils with EAL.

- Use all available resources to raise the attainment of pupils with EAL.

- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.

- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.

- Maximise opportunities to model the fluent use of English.

- Ensure pupils with EAL are acknowledged for their skills in their own languages.

- Assist all EAL pupils to become fluent English speakers as quickly as possible

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1. Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006

- Education Act 2002

- The UK General Data Protection Regulation (UK GDPR)

- Data Protection Act 2018

- DfE (2014) 'The Equality Act and schools'

- DfE (2018) 'Promoting the education of looked after children and previously looked after children'

- DfE (2018) 'Equality Act 2010: advice for schools'

- DfE (2018) 'Mental health and wellbeing provision in schools'

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

2. Roles and responsibilities

The school principal will be responsible for:

- 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 fulfil 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 weekly meetings with families and pupils with EAL.

- 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.

- 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.

- 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.

- Ensuring that there are effective opportunities for talking, and that talking is used to support writing

- Encouraging children to transfer their knowledge, skills and understanding of one language to another

3. Inclusion

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

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- 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.

- Staff will work together to ensure optimal outcomes are achieved.

- 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 and 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.

4. Classroom practice

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

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.

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.

Language skills will be developed through:

- Collaborative activities involving spoken communication.

- Feedback opportunities and conversations.

- Good models provided by peers.

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.

Classroom displays will reflect cultural and linguistic diversity.

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Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid pupils with EAL and dual language textbooks are available and used where possible.

Prior to any private tuition or one-to-one support, the pupil is informed of the purpose of the session and the objectives.

5. Access to the curriculum

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.

- 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.

Staff will use the 5 Stage Model for Language Acquisition to meet the needs of learners.

Our 5 Stage Model for Language Acquisition

1. New to English (Beginners)

A child may:

- Use first language for learning and other purposes
- Remain silent in the classroom
- Copy/repeat some words and phrases
- Understand some everyday English expressions but have minimal or no English literacy

2. Early Acquisition (Beginners to intermediate)

A child may:

- Follow day-to-day social communication in English
- Begin to use spoken English for social purposes
- Understand simple instructions and follow narrative/accounts with visual support
- Develop some skills in reading and writing
- Become familiar with some subject specific vocabulary
- A child at this stage needs significant support

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3. Developing Competence (Intermediate)

A child may:

- Participate in learning activities with increasing independence
- Express themselves orally in English but structural inaccuracies are still apparent
- Require ongoing support in literacy, particularly for understanding text and writing
- Follow abstract concepts and more complex written English A child at this stage requires support to access the curriculum fully

4. Competent (Advanced)

A child may:

- Develop oral English well, allowing successful engagement in activities across the curriculum
- Read and understand a wide variety of text
- Written English may lack complexity
- Demonstrate evidence of errors in grammatical structure
- A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

5. Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

6. Working with parents

Liaison with parents is vital to the creation of 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 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. Letters will be translated when necessary.

- Where appropriate, have teachers read through the letter with pupils 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.

- Encourage parents to attend parents' evenings and participate in school functions.

- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.

- Encourage parents 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.

7. Pupils with 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 and Disabilities (SEND) Policy.

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

8.   Monitoring and Review

8.1.   This policy will be reviewed on an annual basis by the EAL coordinator.

8.2.   The EAL coordinator will monitor teaching and learning of EAL pupils across all subjects at the school, ensuring that the content of the national curriculum is accessible across all phases of pupils' education.

8.3.   Any changes made to this policy will be communicated to all teaching staff.

8.4.   The next scheduled review date of this policy is **February 2025**.