

Sibsey Free Primary School

English as an Additional Language (EAL) Policy



Approved by: Headteacher

Date: May 2022

Next review due by: May 2024

English as an Additional Language (EAL) Policy

Statement

Sibsey Free School is an inclusive School and as such is committed to providing a quality learning environment for all children. All children need to feel safe, accepted and valued in order to learn. We recognise speaking and listening in English is integral to learning in our School and we are committed to raising the achievement of those children for whom English is not their first language. We will identify individual children's needs and facilitate appropriate provision. We will also recognise and value the child's home language and background, and will acknowledge the strengths and knowledge such children can bring to our School. Language is central to our own identity. All languages, dialects, accents and cultures are equally valued and encouraged in our school.

Aims of this Policy

This Policy aims to raise awareness of the School's obligations, to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of children who have English as an Additional Language and therefore raise their achievement.

Context

At the present time, the percentage of EAL children at our School is very low, at between 0 – 3%.

Aims of EAL Provision

To raise the attainment of EAL children by:

- Acknowledging their entitlement to the full National Curriculum.
- Providing children with EAL with opportunities to hear and read good models of English to extend their knowledge and use of English.
- Providing additional in-class and withdrawal support.
- Developing an understanding and appreciation of children's home languages and celebrating this through school initiatives.
- Using visual and auditory resources, including the practice of Quality First Teaching.
- Making use of their knowledge of other languages to enhance the understanding of the whole school community, as appropriate.
- Assessing pupils with EAL to establish their needs and progress.
- Making clear distinction between EAL and SEN.
- Liaising with SEN Coordinator to identify children who may also have SEN.
- Teaching and Support Staff play a crucial role in modelling use of language.

- Identifying and including language demands of learning tasks in planning.
- Provision of Individual Learning Plans (ILP).

Identification

Parents are requested to inform the School of any language needs their child may have on entry to the School.

Integration of new pupils into the school

- All new parents and pupils meet with the Headteacher and the Class Teacher for the class they will be joining. This can include a tour of the school and the opportunity to meet with other members of the school community.
- On entry, the school will gather information relating to the languages spoken at home, religious and cultural background.
- Administration staff are available to help parents complete the necessary forms.
- The Class Teacher/Teaching Assistant will meet the pupil on their first day and will appoint a buddy to support the pupil to settle in, this will include support with playtimes, lunchtimes etc.
- All relevant staff will be made aware of the language needs of the pupil.
- Early stage EAL pupils in EYFS/KS1 will have frequent opportunities to develop their speaking and listening skills. This will also help them to improve their social interaction.
- Later KS1, and KS2 pupils will also have frequent opportunities to develop their skills, but will be additionally supported through e.g. translation services, IT resources, bilingual dictionaries, etc as appropriate for their needs. Support from other agencies/schools could also be sought.

Assessment

- All EAL children are entitled to assessments as required.
- Outside Agencies may be consulted to assist with EAL needs.
- Staff will discuss the progress of EAL children, their needs and targets.
- Language acquisition will be regularly assessed and monitored.
- Assessment methods will be checked for any cultural bias and action taken to remove any identified.
- Consideration and sensitivity will be given to the appropriateness of testing EAL children at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

We will ensure that:

- Targets for EAL children are appropriate, challenging and reviewed on a regular basis.

- Planning for EAL children incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about children's developing use of language.
- When planning the curriculum, Staff take account of the linguistic, cultural and religious backgrounds of EAL children.

Teaching Strategies

These will be flexible according to the needs of the children, but may include:

- Teachers have a crucial role in modelling use of language.
- Teachers will be aware of the importance of pupils' home language and build on their existing knowledge and skills.
- In class support for individuals or small groups.
- Developing appropriate resources, including visual support, non-verbal clues, gestures, demonstration.
- Provision of bilingual resources, e.g. dictionaries, IT support, key word lists, pre-teaching of topic words.
- Planning role of support staff.
- Planned withdrawal sessions to support EAL children.
- Support within small group intervention also involving non EAL children/collaborative group work.
- Study groups after School.
- Providing advice and training for Staff members.
- Clear learning objectives and use of appropriate materials and support to enable EAL children to participate.
- Planning frequent opportunities for speaking and listening.
- Use of key vocabulary, visual support, demonstration, gesture.
- Additional verbal support, e.g. repetition, modelling, peer support.
- Providing enhanced opportunities for speaking and listening, and use made of e.g. drama and role play.

Assessment of level of language acquisition helps staff to ensure that the right targeted support can be in place. In assessment of EAL children, competence in English is categorised on a five-point scale using the Department for Education's EAL classification codes:

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific

vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

Materials

Relevant materials will be provided as considered necessary from time to time.

Monitoring

- ILPs will be reviewed on a regular basis.
- EAL children's progress will be reviewed on a regular basis by Class Teacher, and by SLT.
- Governors will be made aware of numbers of EAL children within School, and a Report made to the Full Governing Body on a regular basis.

Effective EAL Support

This will be evidenced by:

- High standards of EAL teaching and curriculum contents for EAL children.
- Good leadership and management of EAL.
- Children with EAL are sufficiently challenged and supported so they can reach their potential.

- Support takes account of children at the early stage of language learning.
- Support takes account of children at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills.
- The offered curriculum is relevant and sensitive.
- The SLT is fully involved in the monitoring, deployment and quality of provision for the support of EAL children.
- Links with parents/carers are good.
- Effective EAL support is an area of strength in the School.

Special Educational Needs, and Able, Gifted & Talented Children

- Most children with EAL needing additional support do not have SEN.
- Should SEN be identified, EAL children have equal access to the School's SEN provision.
- If EAL children are identified as Able, Gifted and Talented, they have equal access to the School's provision.

Home-School/Community Links

We value parental involvement and especially their help and support with activities at home. The school will support by providing translations where necessary. We want Parents to feel comfortable and confident in approaching the school with any questions or concerns they may have.

The School will strive to encourage Parental and Community involvement by:

- Providing a welcoming induction process for newly arrived children and their families/carers.
- Using plain English and translators/interpreters where appropriate and available to ensure good spoken and written communication.
- Identifying linguistic, cultural and religious backgrounds of children and establishing contact with the wider community where possible.
- Celebrating and acknowledging the achievements of EAL children in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents/carers understand how they can support their children at home.
- Promote a multi-cultural understanding in School.

Governing Body

The Headteacher will report to the Governing Body of the school on the progress being made by EAL children, and the steps being taken to ensure school provision meets their needs, and promotes their highest educational achievement.

Review

This Policy will be reviewed every two years.

May 2022