



The King's C of E Primary Academy

English as an Additional
Language (EAL) Policy

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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 full 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.

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

The King's C of E Primary Academy aims 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.

Appendix: Examples of High Quality Teaching Ideas

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 governing board will have overall responsibility for the implementation of this policy.

The headteacher 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 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 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.

Appendix: Examples of High Quality Teaching Ideas

- 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 all nationalities are represented within the classroom so that all feel welcome.

3. Support

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. During the induction period, pupils will still take part in the wider curriculum so that they feel part of the class and make friendships. This induction will be in the form of a daily intervention.

4. Inclusion

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

- 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.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.

Appendix: Examples of High Quality Teaching Ideas

- 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.

5. Initial 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 Teams.

Initial assessments are carried out by the class teacher, and completed assessments are held in the TEAM folder. These are monitored by the EAL lead who supports the teaching team with the teaching of these pupils.

The pupil and their parents may view the assessment at any time.

6. 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.

Appendix: Examples of High Quality Teaching Ideas

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.

7. 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.

High quality teaching ideas to support EAL learners is included as the appendix in this policy and teachers should all refer to this.

8. 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.
- Use a translating APP to support meetings with parents
- Ensure the language used in letters to parents is clear and straightforward.
- 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.

9. 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.

Appendix: Examples of High Quality Teaching Ideas

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.

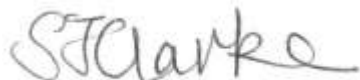
The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

10. Monitoring and review

The headteacher will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

The next scheduled review date is September 2023.

Signed (Headteacher)

A handwritten signature in black ink that reads "S J Clarke". The signature is written in a cursive style with a large, looped 'S' and 'C'.

September 2022

Appendix: Examples of High Quality Teaching Ideas

Listening and Understanding:

Code Description

A

New to English

Smile and be welcoming, make eye contact, pronounce child's name properly.

Learn a few key words in their home language.

Use visual cues (photographs if possible) and communication fans. Support meaning with consistent use of simple English.

Reinforce understanding with mime and gesture.

Use pupil's name to cue in.

Use a visual timetable, visual labels and signs.

Use consistent simplified language, avoid pronouns

Give opportunities for listening in small groups.

Keep teacher presentations short and use visuals to support meaning.

Allow extra processing time for pupil before responding.

Give peer or adult support via first language where possible

Be aware that attentive listening does not always mean understanding.

List key words before lesson for support staff.

Be aware of English idioms and metaphors and culturally unfamiliar terms.

Where possible approach abstract ideas through concrete examples in first language.

Language prompts (i.e. speaking frames)

B

Early Acquisition

Use pupil's name to cue in.

Use a visual timetable, visual labels and signs.

Give opportunities for listening in small groups.

Continue to use visuals and practical demonstrations to support teacher talk.

Allow extra processing time for pupil before responding.

Keep teacher presentations short and use visuals to support meaning

Give peer or adult support via first language where possible

Be aware that attentive listening does not always mean understanding.

Appendix: Examples of High Quality Teaching Ideas

Use support staff to pre-teach skeleton of week's topic / key words.

List key words before lesson for support staff.

Give pupil a bilingual dictionary or picture glossary.

Be aware of English idioms and metaphors and culturally unfamiliar terms.

Where possible approach abstract ideas through concrete examples in first language.

Try to anticipate the key language demands of the lesson and teach / model the meaning explicitly.

Language prompts (i.e. speaking frames) ☒ Talk Partners

C

Developing Competence

Refer to key visuals while explaining.

Use support staff to pre-teach skeleton of week's topic / key words.

List key words before lesson for support staff.

Give pupil a bilingual dictionary or picture glossary.

Where possible approach abstract ideas through concrete examples in first language.

Try to anticipate the key language demands of the lesson and teach / model the meaning explicitly.

Hot seating, drama, role play ☒ Talk Partners

D

Competent

Use revision booklets where appropriate.

Use of Dictionary/thesaurus word to support

Hot seating, drama, role play

Speaking: Examples of High Quality Teaching Ideas

Code Description

A

New to English

Be welcoming, smile and make eye contact.

Include pupils in all activities, but do not force the pupil to speak.

Provide visual support (concrete or photographic examples where possible).

Use natural English in short, simple phrases and sentences.

Appendix: Examples of High Quality Teaching Ideas

Allow other pupils who speak the same language to support responses.

Speak slightly slower.

Model key words and phrases, encourage pupils to do the same (if willing to communicate). ☒

Respond positively to any contributions from pupil.

Be aware that conversational fluency comes a long time before fluency in academic English.

B

Early Acquisition

Include pupils in a group.

Provide visual support (concrete or photographic examples where possible).

Be welcoming, smile and make eye contact.

Use natural English in short, simple phrases and sentences.

Use closed questions with contextual support that require a yes/ no answer.

Give extra time for answers – pupils will need longer processing time.

Allow other pupils who speak the same language to support responses.

Speak slightly slower, omitting euphemisms and sayings

Model key words and phrases, encourage pupils to do the same.

Create opportunities to speak in carefully-structured situations.

Respond positively to any contributions from pupil.

Model language by re-casting pupil utterances using the appropriate grammar e.g. pupil says 'blue smaller.' You reply 'Yes, the blue ball is smaller than the red ball'.

Be aware that conversational fluency comes a long time before fluency in academic English.

C

Developing Competence

Provide visual support (concrete or photographic examples where possible).

Create opportunities to speak in carefully-structured situations.

Respond positively to any contributions from pupil.

Opportunities for group and pair discussion.

Encourage pupil to develop spoken ideas by giving processing time and suggesting connectives.

Encourage use of writing to organise ideas before discussion e.g. flow charts, grids, mind maps. ☒

Give opportunities for group presentations where individual bilingual pupils can be supported by others.

Appendix: Examples of High Quality Teaching Ideas

D

Competent

Give extra time for answers – pupils will need longer processing time.

Opportunities for group and pair discussion.

Encourage use of writing to organise ideas before discussion e.g. flow charts, grids, mind maps.

Give opportunities for group presentations where individual bilingual pupils can be supported by others.

Collaborative learning activities –see ready-made board games and barrier games from the collaborative learning project. Foundation to KS4 suitable for all levels

http://www.google.co.uk/search?sourceid=navclient&aq=t&ie=UTF8&rlz=1T4ADBS_enGB285GB288&q=collaborative+learning