



# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

## Version 1.2

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This is not a policy which governing bodies and proprietors are required to have by law.

**Review Frequency:** Three years  
**Approval:** Delegated to the headteacher for approving and informing governors of the policy within the headteacher's report.

**Document Location:**

- Paper copy available in the school office policy file.
- O:\UPDATED POLICIES\NOT STATUTORY\SPS EAL Policy - V1.2.doc.

**Document History:**

<b>Version</b>	<b>Description</b>	<b>Date</b>	<b>By</b>
-	Original received from Maggie Constable, last reviewed January 2012.		
0.1	Reformatted. Changed “Lower” to “Primary”. Updated list of related policies. Reviewed with Maggie Constable.	11 July 2014	Karla de Visser
1.0	Approved by Governing Body on 14 October 2014.	16 October 2014	Karla de Visser
1.1	At the governor’s meeting in March 2015 it was agreed that governors will only formally approve statutory policies and documents at listed by the DfE. All other policies are to be delegated to the headteacher for approving and informing governors of the policy within the headteacher’s report. Updated “Approval” above accordingly.	20 April 2015	Karla de Visser
1.2	Reviewed and amended by Maggie Constable on 8 December 2016. Approved by Ann Parish 8 December 2016.	8 December 2016	Maggie Constable

## **Ethos**

At Shackleton Primary School we provide an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of our pupils. We believe that the curriculum should reflect this diversity and that successful education is achieved by sharing the experiences and cultural backgrounds of all children.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from EAL support staff, but also by a whole school approach and quality first teaching.

This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources, displays, and whole school celebrations that embrace a wide range of world cultural events. This approach allows all children to experience, understand and celebrate diversity.

## **Aims and Values**

- To ensure that the language and learning needs of individual pupils are clearly identified and provided for.
- To enable pupils to gain full access to the Curriculum and develop strategies to overcome any obstacles that might prevent pupils from achieving their full potential.
- To raise achievement of pupils who have English as an additional language through a clear system of targeting tracking and monitoring individual progress.
- To work in partnership with parents and support learning at home, by encouraging attendance of assemblies, parents evenings, Homework Club and participation in workshops, making English language workshops available to them.
- To recognise and value the home language of bilingual children and plan for activities which value and support opportunities for using first language in the classroom and around the school, to include a range of clubs after school such as Polish Club.

## **Implementation of Policy**

- For new EAL starters, a meeting is set up with parents/carers and child (with translation where necessary ) to welcome them into the school and help them fill in the New Starter form. This meeting is vital to gain information about and share information with the family, as well as to help children settle.
- Initial assessment of the language stage of newly arrived pupils by EAL staff is undertaken, with a bilingual assistant where appropriate and possible. A range of bilingual assistants have been employed by the school.
- We track progress of English language acquisition using Profile Tracker forms, language acquisition sheets and our EAL targets. We monitor progress of reading, writing and maths on SIMS and adjust our support accordingly. Regular pupil progress meetings and discussions with class teachers inform the practice of both the EAL team and class staff.

- The EAL team and class teachers work collaboratively on planning and target setting for EAL pupils. The EAL team provide advice on classroom strategies and resources to support and include all pupils with EAL, but especially those who are new to English.
- Depending on the individual needs of pupils they will receive both curriculum support in class and EAL specific objectives in small groups or 1-1 as appropriate for language development and enrichment.
- New-to-English pupils will have small group or 1-1 tuition to develop basic language use, following a clear programme of early language needs, which is regularly updated.
- They will receive extra support with EAL support staff.
- Pre-teaching of vocabulary for EAL children takes place to allow them to become familiar with it before it is introduced to the class.
- Monitoring EAL learner's progress and development is shared between class teacher and EAL support staff. Individual pupil profiles are kept updated with termly assessment tasks, which indicate children's progress and identify areas for development.
- The school carries out a structured programme of ethnic monitoring to observe the performance of different groups and uses the results to analyse whether its provision is ensuring equal educational achievement by all groups.
- The school completes an annual Census, providing information about nationality, home language and language proficiency in English for every pupil with EAL.

### **Classroom Practice**

- Teachers have high expectations of all pupils regardless of ethnicity and, wherever possible, tasks are based around the same curriculum area as the rest of the class.
- The demands of the curriculum are analysed and support provided appropriately.
- Access to meaning is provided by presenting and introducing topics with visual support for key concepts whenever possible. (Videos, pictures, objects)
- Practice and development in language skills is encouraged through collaborative activities that involve talk.
- New children are paired up with a buddy in the classroom and at playtime. The buddy can be a speaker of the same language and/or a speaker of good English. Children are grouped strategically for different activities (supportive writers in each group, mixed/like ability, same home language).
- Displays and resources in the classroom and around school reflect linguistic and cultural diversity. All staff are encouraged to use Language of the Month when taking the register and are supported to promote the language of each child in their class.
- Teachers keep parents regularly informed about pupil's progress both informally at the end of the day and during parent's day. Parents are invited to share achievements through newsletters, certificates and rewards during assembly.

### **EAL and SEN**

- The EAL teacher works closely with the SEN inclusion manager to assess the progress of newly arrived pupils. The school recognises the importance of and the difficulties involved in, the early recognition of SEN in EAL pupils.

- Pupils are initially given between a term and a year to settle into school routine before such assessment takes place, however if there is a concern regarding progress after that period provision of support will be decided upon through consultation with the class teacher, SEN teacher and EAL staff on an individual basis. First language assessments are carried out in the first instance, using bilingual speakers from within the school staff where possible. Provision of support will be jointly reviewed on a regular basis.

## **Related Policies**

This policy to be read in conjunction with:

Assessment

Behaviour Management and Discipline

Equality Information and Objectives

PSHCE Policy

SEN Policy

Child Protection

Teaching and Learning