



## English as an Additional Language Policy

### 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.

Wild Bank Primary School 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.

### 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

### **Roles and responsibilities**

The Governing Board will have overall responsibility for the implementation of this policy.

The Head Teacher 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.
- 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.
- Facilitating pupils' use of first language national examinations.
- 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.
- Ensuring the English Proficiency information on Arbor is accurate.

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.

### **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 help and model language.

Classroom displays will reflect cultural and linguistic diversity.

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

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

### **Support**

Where a pupil with EAL is assessed as having little to no English, we aim to successfully integrate the pupil into the classroom environment.

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words,

- metaphors and idioms;
- displaying key vocabulary with both languages where appropriate;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- 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;
- building on children's experiences of language at home and in the wider Primary, so that their developing uses of English and other languages support one another;

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through IT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;
- setting targets in literacy for targeted children

The Early Years Foundation Stage helps children learning English as an additional language by:

- building on children's experiences of language at home and in the wider Primary, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary where possible;
- where possible, providing a variety of writing in the children's home language as well as in English.

The EAL assessment framework produced by NASSEA includes EYFS descriptors.

We recognise that EAL students, who may be new to English and to the UK, need support and stability as they start school. We therefore aim to make an early-informed decision about timetable content & setting before a student starts at school, and will maintain it unless we discover the student is seriously misplaced.

Without exception, we recognise that EAL pupils:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in ability groups in line with their intellectual/cognitive abilities first, language and literacy skills second.
- Are not automatically placed with Learning Support / SEN students for reasons of teaching assistant support or smaller groups.
- Are not placed in teaching groups based on one standalone test / assessment. International New Arrival (INA) students will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues.

## **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 Primary.

- Mainstream and support departments 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.

### **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. See appendix 2  
Initial assessments are carried out by the EAL lead, and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessment at any time.

### **Working with parents and carers**

Liaison with parents and carers 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.
- 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/Primary commitments.

### **Resources**

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues, Rosetta Stone and a range of language & literacy interventions.

The Ethnic Minority Achievement Team (EMAT) is part of Pupil Support Services, based at Birch Lane Family Centre, Dukinfield, SK16 5AU.

### **CPD**

The School will ensure that all staff are provided with CPD sessions focused on supporting EAL across the curriculum are appropriate. These will be coordinated and delivered primarily by the SENCO.

The School will ensure those staff carrying out specific EAL roles access appropriate CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management and Pupil Progress and Inclusion Phase Meetings.

### **Review and Evaluation of Policy**

School data will include relevant information on ethnic minority/EAL students and this will enable the School to monitor targets.

This evaluation process will serve as the basis for planning support and resources.

This policy will be reviewed annually- July 2024

## Appendix 1

### **SUPPORTING NEW ARRIVALS**

- Teach your class to say “hello” using the new pupil’s language and learn to say his/her name correctly.
- Don’t panic - Children may have a silent period.
- Plan for peer support – put in place a buddy system.
- Arrange for a tour of the school, naming objects and places.
- Meet parents to get background information – using an interpreter if necessary.
- Make all communication as visual as possible including at KS2
- Have a box of materials and activities that beginners can access easily
- Provide a bilingual dictionary for pupils who are literate in their first language
- Keep activities short – don’t expect beginners to be able to sit and listen for too long
- Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books.
- Group beginners with pupils with good language and behaviour models.
- Understand the pressures and changes that the beginner is experiencing.
- Enable beginners to maintain their first language in school and at home.
- Use simple sentences or phrases to model correct language structures.
- Model language rather than correct the beginner’s language.
- Allow thinking time.

- Enhance classroom resources (and displays) to reflect the linguistic and cultural diversity of new arrivals.
- Provide opportunities for pupils to rehearse responses orally.
- Demonstrate the meaning of instructions.
- Introduce basic '**survival language**' (**toilet, hungry, thirsty etc**). A few illustrated cards can be useful, Makaton or BSL sign language.
- Ensure all staff (teaching and support staff, midday assistants, kitchen and caretaking staff) **know about the needs of the new pupil**.
- It is very tiring to learn a new language and to learn in an unfamiliar language. The process of settling into a new school routine can also be stressful. Pupils will need **regular short breaks** from concentration throughout the day.
- Show interest in the pupil's country of origin. **Give their culture recognition** in any way you can.
- Encourage **interaction with speakers of the same language** in the school and at home (a secure first language reflects in any additional language learned).
- **Maintain contact with the parents**. Invite them into school. It might be helpful to them and to the school to discuss their experiences of education and their expectations of education in England.
- Use games which reinforce learning through memory and planned speaking and listening e.g. Kim's game, simple board games, barrier games, find my partner etc.
- Use scaffolding and modelling techniques e.g. talk prompts, sentence starters, writing frames.
- Parents may be able to support homework tasks e.g. learning vocabulary, matching texts to pictures, supporting reading and sharing dual language texts.
- Cultural differences can affect a newly arrived pupil's learning. They may not understand your gestures, body language and facial signals, some of which may be part of your repertoire for class management.
- Be aware that the pupil is not only learning a new language and curriculum content but new behaviours as well
- Do not ignore any racist comments or jokes. These should be dealt with and reported using the school's policy for handling racist incidents.
- Make sure the child sits in a position to see and hear clearly and next to a good role model.
- Use collaborative learning techniques so that the newly arrived pupil can be a part of learning activities. This will foster a feeling of belonging which is more important than understanding at the very early stages and will promote learning.

## Appendix 1

### Supporting newly arrived learners of EAL

#### A checklist for admission to your school

- The child and his/her parents or carers
- The Head Teacher, class teacher and EAL Leader
- An interpreter if needed
- The designated 'buddies' to greet the child after the interview

#### What information does the family and the child need?

- The names of members of staff the child will meet in school. A copy of any 'names and faces' board in the school entrance would be very useful.
- Requirements for school's admissions forms
- A welcome pack, including details of daily routines and timetabled activities, school policies, home-school agreement, information about homework or reading books to be taken home etc
- A calendar of school events, trips, holidays and occasional days
- Uniform and PE kit list with examples to show. (swimming kit in UKS2)
- Information about school meals and lunch time clubs and extra-curricular activities.

- Information about any support the school will put in place e.g. Teaching Assistant, Learning Mentor, buddies
- Information about any grants, benefits or assistance available
- Curriculum information
- Information about extended schools provision locally, if applicable
- A contact name and telephone number for the school

**What information does the school need?**

- The child's name and how to spell and pronounce it correctly
- Details to complete the admissions form during the interview
- Languages spoken within the family
- Language used for previous education
- Languages learned at previous school
- Educational history, including age starting formal education and any significant gaps in education
- Level of English acquisition ( if possible to determine at this stage)
- Religion and any particular observances which the school may need to know about e.g. fasting during Ramadan, festivals
- Participation in any faith or Primary classes.
- Dietary requirements
- Communication with parents e.g. will an interpreter be needed? Will letters need to be translated?
- Find out about any particular interests or talents the child might have, likes and dislikes.