



English as an Additional Language (EAL) Policy

A copy of this policy is published in the following areas:

The school's website

Link in staff handbook

Staff shared area

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Rationale

We encourage children to achieve the highest possible standards. We do this by considering each child's life experiences and needs.

We seek that every child at the school is valued and receives respect and support regardless of their gender, race or disability.

We believe that all pupils for whom English is an additional language should have full access to the curriculum and the full range of co-curricular activities on the same basis as all the pupils.

Definition

The term EAL is used when referring to pupils whose main language at home is a language other than English. The Department for Education (DfE) records a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English.' (2019) The term parent is used to refer to parents/carers.

Aims

- To welcome, value and celebrate the cultural, linguistic and learning experiences that pupils with EAL bring to the school;
- To involve the whole school in ensuring that pupils with EAL are fully supported and are able to take part in activities;
- To give all pupils the opportunity to overcome any barriers to learning and assessment;
- To help pupils with EAL become confident and skilled in listening, speaking, reading and writing in English;
- To encourage and enable parental support in their child's learning and to ensure that all families feel included within the school community;
- When necessary, provide relevant staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.

Provision and procedures

1. To promote and develop self-esteem and confidence in pupils with EAL by:
2. The school environment being socially inclusive and valuing cultural differences;

Recognising the child's mother tongue

Identifying the child's strengths

3. Promoting academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
4. For the majority of time our pupils with EAL will be integrated into our classes. Different approaches will be taken to cater for their different needs, and these may include:
 - Teachers showing differentiated work in their planning;
 - Setting high expectations but allowing pupils with EAL sufficient time to process answers;
 - Allowing newly arrived children a "silent period" when they can simply absorb the English language;
 - Modelling English through small group work and collaborative activities;
 - Using a variety of teaching methods to engage pupils;
 - Providing a range of reading material and phonic support as appropriate;
 - One to one support given by a specialist teacher;
 - Ensuring children are supported and included by their peers in less structured times such as break and lunch;
5. We will keep pupils safe when they do not understand verbal instructions, such as fire drills.
6. Pupils with EAL may work with the whole class, in small groups or work on a specific task with a teaching assistant or specialist teacher. Flexibility of provision remains important so that each child's individual needs are met accordingly.

Monitoring and Evaluating:

- The child's progress will be monitored through: individual assessments, class assessments, reading records and classroom observations and also informal and regular meetings between parents and staff and the Assistant Head (Academic) or SENDCO.
- Pupils may be at any stage of developing English language proficiency, from New to English, to completely Fluent, which will be monitored to ensure appropriate support is given.

Special Educational Needs and Able, Interested and Motivated (AIM) Pupils

- We recognise that most children with English as an Additional Language do not have Special Educational Needs. However, should SEN needs be identified, EAL children will have access to our school SEN provision.
- Where possible, an assessment will be carried out in the child's mother tongue.
- Likewise, if a child is identified as AIM they will have the same opportunities as other AIM pupils within the school.