



PRINCE'S MEAD

English as an Additional Language (EAL) Policy

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Associated Policies

- Special Educational Needs and Disability (SEND) Policy
- Curriculum Policy
- Admissions Policy

Aims

The Policy sets out the School's aims, objectives and strategies with regard to meeting the full range of needs of children who are learning English as an Additional Language (EAL). This is in line with the requirements of the Race Relations Act 1976 and ensures no pupil is discriminated against, as per Part 6 of the Equality Act 2010.

Princes Mead values and fosters an appreciation of individual identities of all children. We value the knowledge and philosophical understanding of other languages, countries and cultural heritage, which pupils with English as an additional language bring to school life, which is reflected in the school's Purpose and Aims:

Purpose:

To enable every child to flourish in a stimulating, nurturing environment where they will develop a lifelong love of learning, a curiosity about the world they live in and a desire to make their own contribution to it.

Aims:

- To provide a broad, balanced and stimulating range of learning opportunities inside and outside the classroom
- To encourage pupils to foster an intellectual curiosity and a lifelong love of learning
- To nurture independent, courageous pupils who will use their talents, be ambitious, and rise to future opportunities
- to create responsible citizens who understand the value of mutual respect
- To prepare pupils academically, socially, physically, digitally and emotionally for their future lives in an ever-changing world
- To enable pupils to embrace life with happiness, confidence and resilience
- To provide a caring, nurturing environment in which each child can flourish and feel a sense of belonging.

We will identify each individual pupil's needs and recognise the skills they bring to school and ensure they are able to access the curriculum to the best of their ability. We take into account the ages, aptitudes and needs of all pupils ensuring no one is discriminated against including those pupils with an Education Health Care Plan (EHCP).



Definition

An EAL pupil is one whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English-speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision. For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

- Level 1: silent period / beginner learner.
- Level 2: basic interpersonal communication skills.
- Level 3: socially competent and starting to communicate more efficiently in an academic setting
- Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum.
- Level 5: cognitive academic language proficiency where level of English no barrier to achievement.

Assessment and Provision

An initial identification of a pupil's linguistic background and competence in other languages will be done through the registration and admissions procedure. This will identify children for whom English is an additional language. The Registrar, transfers any information, which parents supply relating to EAL, to the Class Teacher and head of Learning Support.

Whilst the school recognises that most EAL pupils needing additional support do not have learning difficulties, should a learning difficulty be identified during assessment, EAL pupils will have equal access to the school's Learning Support provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English therefore provision is made for them to fulfil their potential.

Language support is best provided within the classroom. It is the ideal environment for language learning as it offers pupils the chance to practice all four language skills, (speaking, listening, reading and writing), with peers and adults, whilst using the curriculum to provide a meaningful context and cognitive challenge. Pupils who have EAL will therefore play a full part in class activities and the full school curriculum.



The school will provide texts and resources that suit the pupils' ages and levels of learning. Where appropriate, and if resources allow, EAL pupils may be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.

The overall aims are:

- Ensure teachers and Teaching Assistants (TAs) are aware of pupils who have EAL and they are supported in meeting their needs.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained).
- Use collaborative learning techniques.
- Recognise the child's mother tongue and allow pupils to use this to explore concepts.
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- Appropriate resources are available and are used in the school

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate.

In the EYFS pupils learning of English as an additional language will be supported by building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other. As well as:

- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing support to extend vocabulary.
- Providing a variety of writing in the children's home language as well as in English, according to their needs.
- Providing opportunities for children to hear their home languages as well as English and as appropriate.



Staff Roles and Responsibilities

It is our belief that all teachers are responsible for assisting EAL pupils in their language development. Activities which allow EAL pupils to work on tasks with peers who have English as a first language will enhance their language and social development. The following members of staff hold specific responsibilities related to EAL;

- Headmaster
- Head of Learning Support
- Head of Wellbeing

The school will ensure that all involved in teaching EAL learners liaise regularly and relevant information on pupils with EAL is shared with all staff. This will enable the child's Form and Subject teachers to be knowledgeable about pupils' abilities and needs and ensure effective in curriculum planning, classroom teaching, use of resources and pupil grouping.