



Issue Number:	1	Authoriser:	Jemma Taylor
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EAL- English as an Additional Language Policy

A small but increasing number of children have English as an additional language. We recognise that linguistic and cultural diversity enrich our school and that a child's achievement is linked to a welcoming environment in which they feel valued and confident. Building on each child's knowledge and understanding of other cultures and languages will support EAL learners in becoming confident speakers, readers and writers of English in all areas of the curriculum.

- All children learning English as an additional language are entitled to access the broad National Curriculum. English is best learned through the curriculum and children are encouraged to engage in class activities from the onset
- Spoken language is central to progress in all areas of the curriculum
- All colleagues are responsible for building strategies into their planning to support the language development of all EAL children and to structure teaching appropriately
- Records on EAL children's language development are kept
- EAL is not confused with SEN
- Children are likely to need subject specific language support after they have become reasonably fluent in social forms of English

We firmly believe that language learning is most successful, for both first and EAL speakers where:

- staff and pupils value and make use of the cultural and linguistic diversity within the school community
- the informed contribution of parents to their children's education is seen as vital to the children's progress.

Statement of Aims for Children with EAL

We are committed, within available resources:

- to making appropriate provision of teaching and resources for children for whom English is an additional language
- to raising the achievement of minority ethnic children who are at risk of underachievement



We will identify individual children's needs, recognise the qualities they bring to our school and ensure equality of access to a quality curriculum.

We aim to ensure that all EAL children are able to:

- use English confidently
- use English as a means of learning across the curriculum
- make use of their knowledge of other languages

The Context of our School (September 2024)

Currently we have one child for whom English is an additional language

The Key Principles of Additional Language Acquisition

- language develops best when used in purposeful contexts across the curriculum
- effective use of language is crucial to the teaching and learning of every subject
- the language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension
- access to learning requires attention to words and meanings embodied within each curriculum area. Meanings and understanding cannot always be assumed but need to be explored
- staff have a crucial role in modelling the uses of language
- the focus and use of additional support time are best seen as an integral part of curriculum and lesson planning
- all children have an entitlement to access the broad curriculum
- a distinction is made between EAL and SEN
- language is central to our identity. Staff need to be aware of the importance of a child's home language and to build on their existing skills, knowledge and understanding
- many concepts, skills, knowledge and understanding depend upon, and benefit from, well developed home language and literacy in the home language enhances subsequent acquisition of EAL
- all languages, accents and cultures are equally valued

Home/School Links

We firmly believe that language learning is most successful, for both first and EAL speakers where



the informed contribution of parents to their children's education is seen as vital to each child's progress.

Positive home/school links are very important. Parents/carers need to understand the English educational system and must be encouraged to work closely with the school. Families need to feel confident in approaching the school and interpreters are used when appropriate when completing admission forms, attending parent/carer consultation meetings etc.

- We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families.
- We aim to ensure that our written and spoken communication with families and the community is effective through the use of plain English and translators and interpreters, if appropriate and available.
- All children identified as EAL have a half termly EAL Plan. This will be devised by the SENCO.
- The progress of EAL children is carefully monitored. This role will be fulfilled by the SENCO.

Integration into our School

- All new children and families are welcomed into our school.
- Staff and pupils value and make use of the cultural and linguistic diversity within the school community
- We endeavour to offer a supportive environment with signs and books around the school in multi-lingual forms
- All staff offer effective models of spoken and written English.
- Focussed non-threatening speaking and listening opportunities are offered as part of our planned language development programmes
- Children in the early stages of learning English who are literate are encouraged to record work in their home language
- EAL children are taught subject specific vocabulary
- All relevant staff are aware of the language needs of all EAL children.

Teaching and Learning

Planning and differentiation

- We provide differentiated opportunities matched to individual EAL child's needs
- The key language features of language, which are necessary for effective participation, are identified. These might be key words, grammar patterns, uses of language or genre of text.



Literacy and Numeracy

Learning activities are carefully structured and focused to take account of range of purposes and audiences. All lessons have clear learning objectives and we endeavour, within available resources, to deploy appropriate staff and resources to ensure that all children are able to participate fully. Grouping and setting arrangements are regularly reviewed to ensure that EAL learners have access to strong English peer role models.

Strategies Used

- Collaborative group work
- Enhanced speaking and listening opportunities
- Effective role models for speaking, listening, reading and writing
- Additional verbal support: e.g. repetition, alternative phrasing, peer support etc.
- Additional visual support e.g. posters, pictures, labels, non-verbal clues etc.
- Bilingual resources e.g. dictionaries, texts, word lists etc.
- Writing frames and directed activities relating to texts
- Opportunities for drama and role play
- Regular feedback from staff
- A focus upon the cultural imperatives explicit or implicit in texts
- Progressing learning from the concrete to the abstract
- Further support for language development e.g. through assemblies, extended learning opportunities etc.

SEN

In the wider community most EAL children requiring additional support do not have SEN. However all our students have an EHCP with identified SEN, then EAL children will have equal access to school provision. Provision is identified on the student provision map.

Assessment and Record Keeping

The progress of all EAL children is carefully tracked and recorded.



All children have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate

Assessment methodologies are checked for cultural bias

We analyse EAL achievement and regularly evaluate the effectiveness of additional support

The Role of the Class Teacher and Teaching Assistant

All staff are aware that bilingual children may have a competence in their first language, which equals, or surpasses, their competence in English. They acknowledge that an individual child's mature, and high-level understanding of his or her first language is of great benefit in his or her learning of English as an Additional Language. All teachers accept that the maintenance of the first language is a powerful tool in developing a child's conceptual learning through the medium of English. All staff are considered to be teachers of English as an Additional Language.

- The child's class teacher records progress made and completes and reviews Individual EAL Plans
- As an EAL child in our school also has SEN, then he/she will have an IEP as well as a EALP and progress will be monitored by our SENCO.
- EAL children are supported within available resources by a team of teaching assistants.
- The work undertaken by the TA may be individual, group or within a whole class setting.
- The TA supports, through the first language, the pupil's initial learning of English
- They assist the newly arrived EAL beginner to settle into the life and routines of the school
- They help EAL children gain access to mainstream curriculum
- They work and liaise with parents to understand their needs, the needs of their children and the needs of the school.

Our SENCO:

- works in partnership with our SMT and Leadership Team in ensuring that this policy is being implemented effectively and that all children are making appropriate progress.
- works in partnership with appropriate external agencies in striving to meet the needs of individual children.
- works in partnership with our CPD Manager in providing appropriate training/development opportunities.
- ensures that all relevant data is collected and that the progress of all EAL children is tracked and monitored to ensure that they are making appropriate progress.
- monitors and evaluates all EAL provision in our school.



Resources

A range of resources are used to support children's linguistic development: games, key word lists, bilingual dictionaries etc.

Displays and resources reflect linguistic and cultural diversity.

Success Criteria

- Children are happy and confident.
- They make good progress towards being confident English speakers.
- Staff are increasingly confident in meeting the needs of EAL children.
- Parents/carers are comfortable in approaching our school and in supporting their child's learning.

All staff are responsible for implementing this policy.

Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director. Acorn Education and Care will then actively respond to the enquiry.

This policy is written by Jemma Taylor

Date: 19/03/2025

Signed:

This policy is quality assured by Jemma Taylor, Head Teacher

Signed:

Date: 19/03/2025