# English as an Additional Language (EAL) Policy

Introduction

Definition of EAL

Statement of Aims

The Context of the School

Key Principles

Roles and Responsibilities

Teaching and Learning

Planning, Monitoring and Assessment

Resources

Admitting New CYP and young people

Parents/Carers and the Wider Community

Staff Development

Review and Evaluation of Policy

## Introduction

At Anytown Primary School, we are committed to ensuring that every child or young person (CYP) succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of our multilingual CYP, enabling them to do the best they can within a positive, supportive, secure, and safe learning environment.

All CYP need to feel safe, accepted and valued to learn. For CYP who are learning English as an additional language (EAL), this includes recognising, valuing, and celebrating their home language and culture. As a school, we are aware that multilingualism is a strength and that EAL CYP have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to set out the school’s obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of CYP who have EAL and so to raise achievement.

## Definition of EAL

According to the DfE, a CYP’s first language is defined as *any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.* If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child’s proficiency in English.

If they are identified as EAL when they join the school, they will continue to be EAL throughout their education journey, irrespective of their progress in English.

## Statement of Aims

*As a school we aim to:*

* Provide a welcoming environment in which CYP will learn most effectively.
* Ensure that we collect all relevant information about new CYP and communicate essential information to all relevant members of staff through a robust admissions system.
* Provide appropriate support to CYP with EAL needs, both new arrivals and more advanced multilingual CYP.
* Provide an inclusive curriculum.
* Promote CYP’s first languages across school and encourage and support discussion of learning (in first language) at home.
* Monitor CYP’s progress regularly using an EAL Assessment Framework.
* Ensure CYP are making appropriate progress and can fully access the school curriculum.
* Support CYP who are at risk of under achieving.
* Communicate regularly with all parents, using appropriate interpretation services, if required.
* Celebrate the wide diversity of language and culture in our school community.

## The Context of the School

*Use this section to give an overview of EAL CYP in the school. Answer questions like:*

* *How many EAL CYP are there in your school?*
* *What first languages are spoken?*
* *Are they born in the UK or are they new arrivals?*
* *Are they isolated CYP or is there a large cohort of CYP who speak this language?*
* *Are they literate in their home language?*
* *Have they experienced formal education before arriving in school?*

## Key Principles

Identify key principles which underpin all your work with EAL CYP. These are principles which underpin all your work in school. Choose from the list below or create your own:

* Our CYP with EAL are entitled to opportunities for educational success that are equal to those of our English-speaking CYP.
* Collecting all relevant information accurately at the point of admission is key to being able to plan effectively for EAL CYP.
* Well planned lessons in appropriately organised classrooms provide the best environment for acquisition of English by CYP with EAL.
* The multilingualism of our CYP and staff enriches our school and our community.
* Communication and collaboration with families are key to successful education partnerships. Appropriate interpretation services are offered where required to ensure EAL parents are fully informed and involved in school life.
* Having a home language other than English is not a ‘learning difficulty.’ A clear distinction should be made between EAL and Special Educational Needs (SEN). CYP with EAL are not placed on the SEN record, unless they have SEN. Consideration should be given to the best way to assess EAL CYP for SEN and use their first language if appropriate.
* It is important that CYP with EAL are provided with opportunities to use their home or first language and see it recognised in the school.
* Language develops best when used in purposeful contexts across the curriculum.
* The language demands of learning tasks need to be identified and included in planning.
* Teachers and Teaching Assistants play a crucial role in modelling curriculum language.
* Although many CYP acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years.
* Language is central to our identity. Therefore, teachers need to be aware of the importance of CYP home languages and to build on their existing knowledge and skills.
* Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
* All languages, dialects, accents, and cultures are equally valued.
* Opportunities to take exams in first language are encouraged and supported.

## Roles and Responsibilities

Use this section to identify who has overall responsibility for EAL provision and to give details of **specific responsibilities of staff members for EAL** within the school (e.g. monitoring progress, maintaining an EAL register, ensuring staff are well informed about the background and additional needs of individual EAL CYP, supporting staff to liaise with families of EAL CYP)

*A*ll teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL CYP and to support their language development.

## Teaching and Learning

* Classroom activities have clear learning objectives and use appropriate materials and support to enable all CYP to participate in lessons.
* There is a focus on both language and subject content in lesson planning.
* EAL CYP are encouraged to use their first language for learning, and bilingual dictionaries are provided, if appropriate.
* Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
* CYP have access to effective staff and peer models of spoken language.
* Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
* Additional verbal support is provided, e.g. repetition, modelling, peer support. Key vocabulary is introduced to EAL CYP in advance of lessons if this will improve their understanding.
* Learning progression moves from the concrete to the abstract.
* Steps are taken to ensure the cognitive challenge remains appropriately high for EAL CYP and is not reduced because the English language demand has been reduced. EAL CYP are not automatically placed in lower achieving groups because of their EAL needs.
* Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
* Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
* Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
* Discussion is provided before, during and after reading and writing activities.
* Support is available for new arrivals from qualified staff who have received appropriate training and support.
* Any withdrawal of EAL CYP is for a specific purpose, is time-limited and linked to the work of the main class.

## Planning, Assessment and Monitoring

*Use this section to describe:*

* How curriculum planning takes account of the needs of EAL CYP (e.g. building on their previous experience and considering their religious, cultural, and linguistic backgrounds)
* How targets are set for EAL CYP (are they appropriate, challenging, how regularly are they reviewed?)
* How progress is monitored for EAL CYP (how is this assessed and recorded by staff?)
* How provision is evaluated.
* *Do staff have regular liaison time to discuss CYP progress, needs and targets?*
* *How is progress in the acquisition of English assessed and monitored for new arrivals? (e.g. by using Language in Common)*
* *Does the school use the EAL/EDC team for support and/or assessment?*

## Resources

*Use this section to describe the range of resources available in school to support EAL CYP across the curriculum. For example:*

* *Have you purchased any specialist resources to support EAL CYP (e.g. bilingual books, bilingual dictionaries, Talking Pen, simplified readers, Racing to English etc)?*
* *Do staff in all departments and across the curriculum use a range of resources to support EAL CYP (e.g. games, visual materials, differentiated worksheets, bilingual dictionaries, key word lists, audio visual materials, computer software, etc)?*
* *Are general resources used for reading and writing activities monitored for grammatical, lexical, and cultural accessibility?*
* *Do displays and resources across the school reflect linguistic and cultural diversity?*
* *Do assessment materials use images and texts which are appropriate for all CYP?*

## Admitting New CYP

*In this section outline the process of admission for EAL new arrivals. Refer to the general admissions policy but outline any specific measures you take for EAL CYP and their families. For example:*

* New families will be welcomed and given a tour of the school. Access to Language Line and/or interpreters will be available if required to ensure parents/carers can address any concerns or questions they may have.
* Information will be provided to parents about the education system in England if they are not already familiar with it. Information on uniform expectations, online systems (e.g. attainment, communication, homework), behaviour policies and school routines will also be provided in a format that is accessible to the parents (Translations, use of interpretation, as appropriate).
* Admissions forms will include specific questions about languages spoken at home, the CYP’s competency in these languages and previous educational experience/ interests/ skills.
* This information will be available to all staff to ensure that language experiences and abilities are considered when planning lessons and support.
* Consideration is given to an adapted induction period. EAL CYP are likely to find the first few days extremely tiring and may benefit from a more flexible start. Ensure this is in line with advice from the [*Norfolk Attendance team.*](https://www.schools.norfolk.gov.uk/article/29533/School-attendance)
* A visual timetable is provided for new EAL arrivals.
* Does the school have a 'buddying' system with training and rewards for 'buddies'? (For more information, contact *inclusionandsend@norfolk.gov.uk* about the Young Interpreter scheme)

## Parents/Carers and the Wider Community

*Use this section to describe how the school makes links with families and the wider community. For example:*

* *How do you ensure that the admission process and induction, assessment, and support of new arrival CYP and their families is welcoming?*
* *How do you ensure that communications with families are understood? Do you translate letters home? Do you provide interpreters for meetings?*
* *How do you take account of parents/carers linguistic, cultural, and religious backgrounds when developing home-school links?*
* *How do you work with members of the wider community to support your EAL CYP?*
* *How do you make sure that families and the wider community feel welcomed in school?*

## Staff Development

*Responsibility for the progress and well-being of EAL CYP lies with all staff. Regular opportunities for will be provided for discussion of EAL issues. CPD will include updates on best practice and resources.*

*In this section describe how the school ensures that all staff feel confident and have the necessary skills and understanding to meet the needs of EAL CYP and help them reach their full potential. e.g.*

* *Does the school encourage staff to undertake professional development to ensure that provision for EAL CYP is appropriately delivered and co-ordinated?*
* *Is there a programme of regular INSET which includes a focus on EAL CYP?*
* *Does the School Development Plan incorporate action plans and reviews relating to raising the achievement of minority ethnic//EAL CYP?*
* *The EAL/EDC team provide a wide range of training.*

## Review of Policy

This policy will be reviewed (*when*) by (*whom*).

## Final Points

* Reference to other school policies should be made where appropriate, e.g. Assessment, Home-School Policy, Behaviour Policy, Teaching and Learning, Equality Policy.