



BENGEWORTH CE ACADEMY

ENGLISH AS AN
ADDITIONAL
LANGUAGE (EAL)
POLICY

2024 - 2025

September 2024



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

INTRODUCTION

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 may face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but some may 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.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

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.

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage all of our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English.

AIMS AND OBJECTIVES

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

We aim 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 language

ROLE AND RESPONSIBILITIES

The EAL Co-ordinator's responsibilities include:

- Coordinating the efficient timetabling of pupils with EAL.
- Overseeing the assessment and targeting of children with EAL
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Exploring various possibilities to ensure important information is shared with parents.
- Monitor standards of teaching and learning of EAL pupils.
- Liaise with class teachers to identify and support EAL pupils.
- Contribute to school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision.
- Responsible for analysis of relevant school data for improvement purposes.
- Consult with external agencies.
- Deploy Support Professional support and monitor its effectiveness.
- Manage resource materials and equipment to ensure sufficiency and adequacy.
- Work with teaching staff and specialist teaching assistant to ensure effective and appropriate support throughout the school.
- Securing and providing training to ensure staff development, including INSET courses

The EAL teaching support's responsibilities include:

- The induction of newly arrived pupil
- Conducting initial assessments of pupils with EAL
- Teaching small groups of pupils with EAL
- Providing classroom support
- Liaising with teaching staff
- Advising on strategies to support and include pupils with EAL
- Providing advice regarding inclusive curriculum material
- Advising on ways to differentiate work for pupils with EAL
- Encouraging and supporting pupils to maintain and develop their first language
- Developing relationships between the school and parents of pupils with EAL
- Acting as support to staff on language-related issues
- Acting as support to staff on equal opportunity and race equality issues

The school employs the following Learning Support Professional with expertise in supporting pupils with EAL: **Monika Slowinska**. She is supported under the guidance of the Director of Inclusion.

School staff members' responsibilities include:

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- 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 classroom
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil
- Provide specific target time for newly arrived pupils with EAL needs
- Provide a variety of comprehensible language stimuli such as curriculum – focused teacher talk, other classroom talk (by teacher and peers), audio and video materials, written and printed information (real objects, photographs, etc.)
- Encourage pupils to use English by generating opportunities for active participation in teacher-pupil interaction and in-group work situations
- Assign specific roles in-group activities to ensure active participation
- Encourage pupils to develop communication strategies such as asking for clarification
- Monitor teacher's own language use, making sure that both formal talk and other uses of classroom language are comprehensible and well supported
- Be aware that some teaching and learning practices presume monocultured background and adjustment may be necessary
- Be aware that the acquisition of academic language may take up to 7 years, before being on a par with their English-speaking peers. Social language development is normally acquired within 2 years

SUPPORT

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of targeted support either from Ms Slowinska or a Support Professional.

Inclusion (Please also refer to Inclusion Policy)

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 community
- Staff 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
- Work may be adapted 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

The school 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.

Assessments will be carried out using the Bell Foundation assessment framework and assessment form.

<https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>

Initial assessments are carried out by Monika Slowinska, Class teacher and Support Professional 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 the parents of the pupil may view the assessment at any time.

Classroom practice

Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

Classroom activities will be matched to pupils' needs and abilities.

Teachers will consider common misconceptions and language barriers

Where possible, the following practices will be utilised to improve pupils' English:

- 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 peer

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 provide assistance 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 are available to aid pupils with EAL
- Dual language textbooks are available and used where possible
- Visual supports are utilised where possible
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- 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 community, so that their developing uses of English and other languages
- Support one another

Prior to any one-to-one support, the pupil is informed of the purpose of the session and the objectives.

Access to the curriculum

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum through Epiphany in the core subjects and Religious Education. Children with English as an additional language do not produce separate work.

We do not generally withdraw children from lessons to receive EAL support. However, when deemed necessary (a new arrival who speaks/understands no English or a child who requires further support) there may be provision made for a period of one-to-one focused support or group work provided by the specialist Support Professional.

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts
- There are opportunities for pupils to use their first language in the classroom
- The support requirements of pupils with EAL are identified and the support is made available

Working with parents and carers

Liaison with parents is vital to the creation of a strong home/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. Drop-in sessions are held weekly for parents whom have English as an additional language
- 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 children 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.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework

Special educational needs and disabilities (SEND) (Please also refer to SEND Policy)

A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.

A distinction is made between pupils who are learning English as an additional language **and** have special educational needs.

A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.

Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists. Where appropriate, the school will arrange an assessment in the child's first language.

SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

There is time for the Inclusion Leader and staff to work together to respond to the requirements of the EAL pupils with SEND.

REVIEW

- This policy will be reviewed annually by the Senior Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2024**.

Bengeworth

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