

St Paul's Church of England Primary School Oswaldtwistle



EAL (English as an Additional Language) Policy

'Don't let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity (1 Timothy 4:12).'

March 2024
Agreed by Governors: April 2024

Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that EAL pupils 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 raise awareness of 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 pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Statement of Aims

The school is committed to ensuring that all our learners including EAL learners, feel safe and know that they are valued.

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

The Context of the School

As of January 2023:

- 25% of pupils are EAL learners
- Panjabi, Urdu, Lithuanian, Polish, Mandarin first languages are spoken
- The majority of EAL learners are born in the UK although a small percentage are new arrivals with no English
- Panjabi is the most common first language for EAL learners, with isolated learners for other languages
- The majority of learners are semi-literate in their home language
- Most EAL learners have not experienced formal education before arriving in school

Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Children with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles.

- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL.
- The bi/multilingualism of our children and staff enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.
- 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). Children with EAL are not placed on the SEN record, unless they have SEN.
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate.
- 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.
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language.
- The focus and timing of additional support is an integral part of curriculum and lesson planning.
- Although many children 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 pupils' 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.

Roles and Responsibilities

Overall responsibility for EAL provision lies with the head teacher. The EAL Leader will:

- Ensure staff are aware of appropriate background and additional needs
- Ensure that appropriate assessment and monitoring of progress is taking place
- Support staff to liaise with families
- Ensure appropriate resources are available
- Ensure appropriate interventions are in place

Every teacher and teaching assistant is a teacher of language 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 learners and to support their language development.

Equality

St Paul's C.E Primary School is an inclusive school where all are welcome. We celebrate diversity and champion equality. Everybody who enters our school is to behave in a way which respects the protected characteristics of the Equality Act 2010.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children

Teaching and Learning

We will ensure:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- EAL learners are encouraged to use their first language for learning.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced.
- Key language features of each curriculum area, eg 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.
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class.
- Class/subject teachers plan collaboratively with support teachers or teaching assistants.
- EAL children new to the country are given additional support from the Ethnic Minority / Gypsy, Roma and Traveller Achievement. This will include 1:1 support from a trained EAL worker to support EAL children in speaking, listening, reading and writing.

Planning, Monitoring and Evaluation

- Our curriculum planning takes account of the needs of EAL learners (e.g. building on their previous experience and considering their religious, cultural and linguistic backgrounds)
- Targets are set for EAL learners which are appropriate, and reviewed termly
- Progress is monitored for EAL learners on a half termly basis, and data is collected by the EAL Leader who uses this to evaluate provision and plan next steps

Special Educational Needs and Gifted and Talented Pupils

- Our school ensures that EAL learners are not over represented in SEN groups or underrepresented in Gifted and Talented groups
- Where an EAL pupil has identified SEN needs, he/she will have equal access to SEN provision
- The school recognises and supports EAL pupils who are gifted and talented even though they are not fully fluent in English

Assessment

- Staff have regular liaison time to discuss pupil progress, needs and targets
- Regular updates on the impact of intervention groups will be gathered through teacher and pupil interviews.

Resources

Staff will ensure they use a range of resources to support EAL learners (e.g. games, visual materials, computer software, etc.) Resources, including displays across the school will reflect linguistic and cultural diversity.

Admitting New Pupils

It is important that the parents feel confident about their child at school. The induction of EAL children will be carefully planned and tailored to suit each

individual child and their family. Learning all we can about the children we are admitting is a necessary and very important aspect of our school induction programme. Induction may entail some or all of the following:

- If needed, a home visit will be undertaken and an initial school visit with the class teacher to establish home / school links
- An information form to be completed before the child starts school seeking background information on the child including past school experiences, how long have they been in the country, medical information, language of the child, are they literate in own language and language spoken by each adult at home. Information will be shared with teachers before a child starts school and teachers will be given a reasonable amount of time to prepare before the children start school
- Information packs will be given to parents where possible in their home language
- Use of a visual timetable where necessary
- EAL children will be matched up with a suitable 'buddy'

Parents/Carers and the Wider Community

We will:

- Use bilingual staff where available to translate information to parents
- Translate letters home
- Provide welcome packs in home language
- Direct parents to outside agencies for English Courses
- Offer 'Learn With Me' sessions in the Foundation Stage

Staff Development

Responsibility for the progress and well-being of EAL learners lies with all staff. The EAL Leader will carry out regular audits of staff development needs and facilitate the appropriate training to ensure that all staff confident to teach EAL children.

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Review March 2025