



LONG SUTTON COUNTY PRIMARY SCHOOL

EAL POLICY

Introduction

In our school, all of our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their well-being. We encourage all of our children to aim for the highest possible standards with our 'Be a star' motto, and we take account of each child's individual needs and experiences.

This policy details our vision to identify and meet the needs of those students at Long Sutton County Primary School classed as having 'English as an Additional Language' (commonly referred to as 'EAL'). That is, students who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.

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 background. The school values the contribution these pupils make through bringing their culture and language to enrich the school environment. The school shall provide the means for these children to achieve their full academic potential.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

Terminology

EAL is an umbrella term that refers to any student learning and using English as an additional or second language.

In accordance with new guidelines from the DfE, EAL pupils are recorded against a 5 point proficiency scale as detailed below:

- A – New to English
- B – Early acquisition
- C – Developing competence
- D – Competent
- E - Fluent

There are also a number of terms that can be useful when describing the background of EAL students:

- a. 'first generation' – meaning they were born in another country and have since resettled in the UK with their family.
- b. 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
- c. 'migrant worker' – those who have moved for economic betterment.
- d. 'asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society.

EAL students will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.

EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEN or 'special educational needs' or 'lower ability', and should not be labelled / treated in this way.

EAL students will have potential strengths as well as additional needs.

There is a social-emotional and cultural dimension to catering for the needs of EAL students.

Our Aims

Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

Long Sutton County Primary is committed to meeting the needs of students with English as an Additional Language. Whilst being clear that EAL is not SEND ('special need') or a 'learning difficulty', the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore we will endeavour at all times to:

- Ensure EAL pupils have full access to the curriculum (and other School opportunities such as after school clubs).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students – particularly those who are New to English - with a safe, welcoming environment where they are accepted, valued and encouraged to participate with a growing degree of confidence;
- To establish communication links with home and family and to identify cultural and religious backgrounds.
- To ensure that the classrooms reflect the culture of all the children, and that every child's culture and language is valued.
- Encourage pupils to continue to use their first language to maintain the importance of their home culture;
- To identify and make maximum use of opportunities for modelling fluent English and encourage pupils to practise and extend their use of English. This will include everyday English as well as technical and scientific language;
- Encourage pupils to express themselves confidently in a range of situations on a variety of subjects to differing audiences.
- Encourage pupils to express themselves in both spoken and written English.

- Provide additional in-class and withdrawal support to these pupils;
- Ensure pupils have access to a range of resources, including auditory and visual, which will aid their learning;
- Assess pupils with EAL to establish their needs and progress made;
- Liaise with SEN colleagues in identifying pupils who may additionally have SEN.

Home-school links

Strategies are in place to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning through parent consultation meetings, informal meetings when children are collected from school and through translated letters where necessary.
- Promote a multi-cultural understanding in school through Culture Week, World Book Day, European Day of Languages, and displays in school.
- The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Curriculum Entitlement

EAL pupils are entitled to access all areas of the curriculum, regardless of their level of English. Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development.

Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have to coach students in how to learn.

Every teacher will encounter students who, having moved countries, are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups

EAL learners within the class:

- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in groups in line with their intellectual/cognitive abilities first, language and literacy skills second.
- Are not automatically placed with Learning Support / SEND students for reasons of LSA support or smaller groups.

Teachers will help pupils learning English as an additional language in a variety of ways:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Bilingual resources, e.g. dictionaries, on-line support, key word lists.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Show differentiated work for all EAL pupils in planning.
- Discussion is provided before and during reading and writing activities. Where possible, learning progresses from the concrete to the abstract.
- Have high expectations; expect pupils to contribute and give you more than one word answers.

- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their mother tongue to explore concepts.
- 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 as their self-confidence is maintained).
- Group children to ensure EAL pupils hear good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure there are effective opportunities for talking, and talking is used to support writing.
- Scaffolding is provided for language and learning.
- Encourage children to transfer their knowledge, skills and understanding of one language to another

In the Foundation Stage, we provide opportunities for all children to develop their language, and we try to provide bilingual support to help children take part in activities. The Foundation Stage helps children learning English as an additional language by: building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;

- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

Special Educational Needs

All children are entitled to access the curriculum at a level appropriate to their needs. Thus, differentiated work is maintained to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

Resources

The school has a varied selection of resources available to enable all pupils to access all areas of the curriculum. These include, but are not limited to, picture dictionaries, first thousand words in English books, online translation systems and language development games.

Assessment and Recording

Each class teacher is responsible for the recording, assessing and reporting the progress of each child in their class. Teacher assessments are mainly formative with assessment for learning taking place. Teacher assessment is based on observation, discussion and marking of the child's work (in line with the school's Marking and Feedback Policy). Reporting to parents occurs annually with a written report and through twice yearly meetings.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language where appropriate.

Midyear arrival baseline assessment.

For children starting after the Foundation Stage an initial assessment will be completed with the Inclusion Leader. This will be for up to 3 days where the child is supported with the integration to their class and to complete a baseline assessment in reading, writing, spoken language and numeracy using appropriate materials. The pupils will also be introduced to a class 'buddy' during this time who will support them. This information is then used to formulate an initial action plan identifying a target in the four assessed areas for the class teacher to implement appropriate intervention. This will then be reviewed on a termly basis until a child is identified as working at age appropriate expectations whereby they will then be assessed in the same way as other children in school

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written –May 2017

Review – May 2019

Mrs. M Ford
Inclusion Leader