



# **English as an Additional Language POLICY**



## English as an Additional Language Policy

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Review Date	
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Chair's Signature	



### **Introduction**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language (EAL), this includes recognising and valuing their home language and background. This policy is a statement of the school's aims and strategies to ensure that EAL pupils fulfil their potential and feel happy and safe at school. A member of staff is nominated to have responsibility for EAL children and currently this is Miss Becki Wattis.

### **Aims of Policy**

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 and so to raise pupil achievement.

### **New arrivals**

Advice should be sought from the EAL coordinator as to the best steps to take in order to create a smooth and comfortable entry into school. The EAL coordinator has suggested guidance for mid term admission of Bilingual/EAL pupils (including using a buddy system, welcome book and visual forms for parents) and could be invited to attend admission interviews of new EAL pupils.

In all cases, parents and children will have a meeting with the headteacher and class teacher and will be given a tour around school. Children may begin school in stages, especially if they have never attended full time education in their home country. The purpose of this is to reduce stress on the parents, child and teacher and create a relaxed and easy transition into schooling.

### **Progress and assessment.**

EAL pupils have a wealth of knowledge and experience to bring to Rodings and this should be valued. Language is central to all communities, therefore, the home languages of all pupils should be recognised and valued. It is important for parents of EAL children not to feel as though they should only speak in English. In school, pupils may well go through a 'silent period' and should be allowed plenty of time to listen and tune in to the English language.

EAL pupils are **not** SEND pupils and should never be put automatically on the SEND register. Through use of inclusive teaching strategies (see below) and 1:1 support where necessary, EAL pupils will flourish. This is not, however, to say that EAL pupils may not have Special Educational Needs or Disabilities. In these cases it may be necessary to recruit a first language translator in order to see if problems are apparent in the first language.

The EAL coordinator will provide all relevant assessment materials to teaching staff. The progress of EAL pupils, as with all pupils, is the responsibility of the teacher, and the EAL coordinator will offer as much support as necessary. All staff working with EAL pupils should have regular time for liaising.



EAL pupils are entitled to the full National Curriculum and all their teachers have a responsibility for teaching English as well as other subject content. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit and the language demands must be made explicit in planning. Teaching and support staff play a crucial role in modelling uses of language.

Although many pupils acquire the ability to communicate on a day to day basis in English within the first year, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years. Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

### **Teaching Strategies**

The teaching strategies for EAL pupils are those that are excellent strategies for **all** pupils. Classroom activities should have a clear learning purpose and use appropriate materials and support to enable pupils to participate in lessons. Key language features of each curriculum area should be identified and enhanced opportunities should be provided for speaking and listening. Pupils should have access to effective staff and peer models of spoken language. Additional visual support should be provided (posters, pictures, photographs, objects, demonstration and use of gesture). Use should be made of collaborative activities that involve purposeful talk and encourage and support active participation.

### **Special Educational Needs and Gifted and Talented Pupils**

- Most EAL pupils needing additional support do not have SEND.
- Should SEND be identified, EAL pupils have equal access to the school's SEND provision.
- If EAL pupils are identified as More Able, they have equal access to school's provision.

### **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying the linguistic, cultural and religious background of pupils and establishing contact with the wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of a first language.



- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

## **Glossary of Terms and Abbreviations**

<b>Term/Abbreviation</b>	<b>Meaning</b>
EAL	English as an Additional Language
SEND	Special Educational Needs and Disability