




NERROLS
PRIMARY SCHOOL
AND NURSERY

Nerrols Primary School and Nursery

English as an Additional Language (EAL) Policy

Signed:  Head teacher

Signed:  Chair of Governors

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1. Policy Name

English as an Additional Language (EAL) Policy

2. Policy Statement

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

3. Aims

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 languages.

4. The role of school staff members

4.1 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 classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

5. Inclusion

5.1 The school is inclusive, and uses a strategy of 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.
- Mainstream and support departments 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.
- Planning will 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

6. Initial assessments

- 6.1 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.
- 6.2 The assessment will be carried out using the form provided in Appendix 1.
- 6.3 Completed assessments are held on the pupil's profile.
- 6.4 Teachers access the assessment to inform their teaching and lesson planning.
- 6.5 The pupil and the parents of the pupil may view the assessment at any time.

7. Classroom practice

- 7.1 Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.
- 7.2 Classroom activities will be matched to pupils' needs and abilities.
- 7.3 Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.
- 7.4 Where possible, the following practices will be utilised to improve pupils' literacy:
 - Utilisation of the pupil's first language expertise.
 - The provision of writing frames.
 - The use of props.
- 7.5 Language skills will be developed through:
 - Collaborative activities involving spoken communication.
 - Feedback opportunities and conversations.
 - Good models provided by peers.
- 7.6 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.

- 7.7 Classroom displays will reflect cultural and linguistic diversity.
- 7.8 Assessment methods will allow pupils to show what they can do in all curriculum areas.
- 7.9 Bilingual dictionaries are available to aid pupils with EAL.
- 7.10 Dual language textbooks are available and used where possible.
- 7.11 Visual supports are utilised where possible.
- 7.12 Prior to any private tuition/one-to-one support, the pupil is informed of the purpose of the session and the objectives.
- 8.13 Advisory teachers from Somerset EMAS team work in partnership with the school to provide advice and training and work with small groups of children.

8. Access to the curriculum

- 8.1 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.

9. Working with parents and carers

- 9.1 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.
 - 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.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

10. Special educational needs (SEN)

- 10.1 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.
- 10.2 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.
- 10.3 Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists.
- 10.4 Where appropriate, the school will arrange an assessment in the child's first language.
- 10.5 SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.
- 10.6 The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

11. Monitoring progress

- 11.1 The monitoring of pupils' progress is shared between all teachers, both mainstream and EAL support.
- 11.2 Individual pupil profiles are updated following assessments and reviewed on a termly basis to identify and address problems.
- 11.3 Pupils are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

Authorities / Key dates:

Policy custodian	Rhian Locker
Reviewed by Policy Committee on the	
Ratified on the	
To be reviewed on the	

Modifications / Amendments history:

Date	Modifications / Amendment

Appendix 1- First Language Assessment Form

Pupil's name:	Language:
Assessed by:	Date:

Answer the following questions in relation to age related expectations:	Y/N
<p>Is the pupil's social/linguistic behaviour age-appropriate?</p> <p>Notes:</p>	
<p>Does the pupil understand a range of questions, instructions and a story, told in their first language?</p> <p>Notes:</p>	
<p>Is the pupil's speech clearly articulated?</p> <p>Notes:</p>	
<p>Is the pupil able to speak accurately at a social level?</p> <p>Notes:</p>	
<p>Is the pupil's vocabulary appropriate/sophisticated/limited?</p> <p>Notes:</p>	
<p>Does the pupil use correct grammatical structures?</p> <p>Notes:</p>	

<p>Can the pupil talk about the past, present and future using correct verbal forms?</p> <p>Notes:</p>	
<p>Do you have any concerns?</p> <p>Notes:</p>	
<p>Do you have any comments regarding the pupil's social interaction with you during the assessment?</p> <p>Notes:</p>	
<p>Can the pupil read and write in their first language?</p> <p>Notes:</p>	
<p>Can the pupil complete age-appropriate mathematics tasks with limited language context?</p> <p>Notes:</p>	

Appendix 2. – Procedures

- Talk to class about the new pupil joining the class.
- Identify a language buddy in class.
- If possible learn a few key phrases in pupil's language and check pronunciation with them on arrival, greet class in register using their language with their help.
- Start a home- school communication booklet to pass essential information.
- Be ready to contact interpreter if necessary should there be any difficulties which cannot be resolved through siblings, other family members or other speakers of the same language in the school who are willing to help.
- Once EAL learners are secure enough in school they are set a challenge to learn approx. 10 new words a week/ fortnight and given a book to record them where they can translate them. We try to tie them in with class work and their needs in school, these could be social. We share this with parents or carers and encourage the family to be involved in their learning.
- At the start of new class topics, whenever necessary teachers use a translation website to summarise key information.
- If children are receiving extra support outside of class sessions we ensure that teachers are kept informed of their progress and the content of their sessions in order to maximise the benefits of these interventions.
- All families of EAL children are encouraged to keep talking in their own language outside of school and are given the Keep Talking booklet, when necessary or possible, in their own language (this is proven to help children with their acquisition of additional languages).
- Class teachers encourage EAL children to share their traditions and cultural celebrations with their peers and whenever possible these are shared in assemblies.
- Class teachers are aware of the importance of having specific language target's when planning and enabling EAL children to access these on their own level.
- When necessary this will include sending words home in advance and having extra support available for them in class.
- The progress and attainment of all EAL learners, including more advanced bilingual learners, is monitored regularly to ensure they are doing as well as they can.
- Funding for EAL learners is deployed strategically with support and advice from experts, for example the EMAS team and class teachers.
- The class teacher will actively liaise with parents to help them support their children's learning.
- To facilitate parents' access to school life we provide dual language information and bilingual support when necessary, especially for parents' evenings.
- EAL children are encouraged to be included in MFL sessions as this gives them an opportunity to achieve success above their normal levels in class as they already have extra language learning skills.