



EAL Policy

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Version	Date	Reviewed by	Date of next review	Comments
1.0	January 2016	P&C Ctte	Spring 2019	

Aims

We are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language (EAL), 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.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate make use of their knowledge of other languages

We believe that 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 which enhances subsequent acquisition of EAL.

All languages, dialects, accents and cultures are equally valued.

The Context of the School

Approximately 20% of the school population are EAL pupils all at different stages of acquisition of English. At present, the main additional languages spoken are; Tagalog/Filipino, Malayalam, Bengali and Urdu.

Key Principles

- 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.
- The language demands of learning tasks need to be identified and planned for.
- Access to learning requires attention to words and meanings embodied in each curricular area. Meanings and understandings can not always be assumed but need to be explored.
- Teachers have a crucial role in modelling language through the use of high quality English.
- Teachers place great importance on the use of visual images and prompts to aid comprehension of language.

Policy Statement

1. Teaching and Learning

- 1.1 Lesson plans will identify the demands of the National Curriculum and provide differentiated opportunities, matched to individual pupils' needs.
- 1.2 Key language features, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, use of language or forms of text.

- 1.3 Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that all pupils participate in lessons. Staff review groupings and setting arrangements, to ensure that EAL learners have appropriate access to strong English language peer models.
- 1.4 Staff use a variety of support strategies to ensure curriculum access. These include:
- Collaborative group work.
 - Enhanced opportunities for speaking and listening e.g. talking partners
 - Effective role models of speaking, reading and writing.
 - Additional verbal support e.g. repetition, alternative phrasing, peer support.
 - Additional visual support e.g. posters, objects, non-verbal clues, pictures, interactive white board.
 - Bilingual resources e.g. dictionaries. On-line support, dual language texts, key word lists.
 - Writing frames.
 - Opportunities for role play.
 - Regular opportunities to orally rehearse writing such as in 'Big Writing' sessions.
 - Where possible, learning progression moves from concrete to abstract.
 - Further support for pupils, language development is provided outside the formal curriculum e.g. in assemblies, school clubs etc.
 - 'Language of the Month' resources are available on the school network for staff to access and use with their class.
 - 'Young Interpreters Group' to support children new EAL children entering school, or those that are at the early stages of the acquisition of the English language.
 - Use of parents of EAL children to support in class with small groups.

2. Planning, Monitoring and Evaluation

- 2.1 A 'Bilingual Pupil Profile' proforma is used with new pupils to gather information about:
- The pupil's linguistic background and competence in other languages.
 - The pupil's previous educational and schooling experience.
 - The pupil's family and biographical background.
- 2.2 The pupil's level of English is identified using the QCA step descriptors found in the QCA document. 'A Language in Common'. These measure a pupil's listening, speaking, reading and writing skills (see appendix 1)
- 2.3 Staff regularly observe, assess and record information about a pupil's developing use of language using the West Sussex Speaking and Listening Continuum.
- 2.4.1 Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils.

6. EAL Pupils with Special Educational Needs and Gifted and Talented Pupils

- 6.1 A child must not be regarded as having a learning difficulty solely because the home language is different from the language in which he or she will be taught at school.
- 6.2 Whilst regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs will include a proportion of EAL pupils and other pupils from ethnic minority backgrounds.

- 6.3 The school recognises both the importance of, and the difficulties involved in, the early recognition of SEN in EAL pupils.
- 6.4 If appropriate the school will try and arrange an assessment in the child's first language.
- 6.5 The school will make every effort in conjunction with the Ethnic Minority Achievement Team (EMAT) to ensure that home language does not prevent the parents either from accessing information on their child's special educational needs or from putting forward their point of view.

7. Assessment and Record keeping

- 7.1 Staff have regular meetings to discuss pupil progress, needs and targets.
- 7.2 Staff also meet termly with the Inclusion Leader to discuss the needs and progress of their EAL pupils and to formulate appropriate targets.
- 7.3 The school analyses EAL pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress

8. Resources

- 8.1 Displays and resources reflect linguistic and cultural diversity.
- 8.2 A 'Welcome display board' is displayed at the front of the school to celebrate the language of new EAL children and some key phrases/words in their language.
- 8.3 A range of resources are used to support pupils' linguistic development e.g. games, visual materials, differentiated worksheets, bilingual key word lists, computer software etc.
- 8.4 Narrative Therapy programmes for all age groups are available on the school network for use with groups or individual pupils.
- 8.5 The EAL co-ordinator works in conjunction with the Inclusion manager to ensure EAL resources are available on the school network and are regularly updated.
- 8.6 The school is trying to build up a bank of dual texts and bilingual dictionaries.
- 8.7 The EAL co-ordinator and Inclusion manager ensure that staff are sent on any available training courses to update their skills in working with EAL children.

9. Parents, Carer and the Wider Community

As with all children it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is the key. For parents of EAL learners this is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Monitoring letters, newsletters sent home to check that language used is clear and straight forward or staff clarifying certain points to parents.
- Providing a simplified version of the school prospectus with additional visual prompts, to support EAL families.
- Reading through letters (where appropriate) with children before they are taken home.
- Encouraging parental attendance at parents evenings, and participation in other school functions e.g. school assemblies, PTA activities, sports days etc.
- Informal contact with parents in school playground to reinforce communication.
- Inviting parents into school to help with class activities e.g. reading, cooking, outings etc.
- Encouraging parental involvement with reading to and with their children.

10. Staff development

- The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and coordinated.

11. Review and Evaluation of policy

- School data will include relevant information on EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.
- The evaluation progress will serve the basis for planning programmes of action and targeting time, support and resources.