



# EAL Policy

<b>Author/Contact:</b>	Fatemah Salihi
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## Introduction

1. In our school, the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage all our pupils to achieve the highest possible standards, irrespective of background or previous achievement. Oakwood Primary School is committed to making appropriate provision for teaching and resources for pupils for whom English is an Additional Language (EAL) and for raising the achievement of ethnic minority pupils who are at risk of underachieving.
2. Oakwood will recognise individual pupils' needs, celebrate the skills they bring to the school and ensure equality of access to the curriculum.

## Aims

3. To ensure that all pupils with EAL are able to listen, speak, read and write in English confidently and competently.
4. To ensure that all pupils with EAL are able to use English as a means of learning across the curriculum.
5. To ensure that all pupils with EAL are able, where appropriate, to make use of their knowledge of other languages.
6. To support the mission, vision and values of the school.

## Who is responsible for this policy?

7. The Board of Trustees has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. The Board of Trustees has delegated day-to-day responsibility for operating the policy to the Headteacher of the school.
8. The Board of trustees and the Headteacher have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

## The context of the school

9. Languages other than English are spoken by pupils in our School. Some of our pupils are EAL learners and speak a language other than English at home.

## Key principles

10. Language develops best when used in purposeful contexts across the curriculum.
11. Effective use of language is crucial to the learning and teaching of every subject.
12. The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
13. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
14. Teachers have a crucial role in modelling uses of language.
15. All pupils have an entitlement to the National Curriculum.

16. A distinction is made between EAL and Special Educational Needs.
17. Language is central to our identity; teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
18. Many concepts and skills depend on and benefit from a well-developed home language, and literacy in home language enhances subsequent acquisition of EAL.

## Identification

19. Pupils' needs arising from EAL will be identified with reference to the Early Years Foundation Stage Curriculum and the National Curriculum Primary-2014.
20. In order to ensure accurate and timely identification of a pupil's needs, information will be gathered about pupils' linguistic background and previous educational experience during transition arrangements when they join the school.
21. Pupils with EAL will be identified through the information provided on entry by parents and nurseries/other primary schools during transition.
22. Pupils may also be identified by feedback from Class Teachers and Teaching Assistants.
23. Details will be recorded in the school's system.

## Learning and teaching

24. Information related to pupils' needs arising from EAL will be passed on to class teachers by the SENCO (or other lead teacher).
25. Classroom activities will be carefully structured and focused to take account of the range of purposes and audiences.
26. Classroom activities will have clear language development and learning objectives and appropriate support and resources employed to ensure that pupils are able to participate in lessons – grouping arrangements will be reviewed to ensure that learners with EAL have access to strong English language peer models, where appropriate.
27. Teachers will employ various methods to help those children who are learning English as an additional language achieve the ambitious targets set.
28. The school will develop spoken and written language by:
  - encouraging pupils with EAL to speak in full sentences in order to accelerate their fluency in the spoken word;
  - providing a tailored phonics' programme which enables pupils to read quickly;
  - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
  - explaining how speaking and writing in English are structures for different purposes across a range of subjects;
  - providing a range of reading materials that highlight the different ways in which English is used;
  - providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;

- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

29. The school will ensure access to the curriculum and to assessment by:

- using accessible texts and material that suit pupils' ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers etc;
- using the home or first language where appropriate and possible.

### **Additional support**

30. Where a pupil is identified as requiring additional support, the SENCO will draw up a Pupil Support Plan with appropriate targets. These will be reviewed on a regular basis (at least half termly). The plan will outline clear strategies for improving the acquisition of English and outcomes for measuring progress. For younger children in particular, it will be important that they receive support at home as well as in school to develop their home language since competence in their first language is essential for all learning and for learning an additional language.

31. Where pupil achievement appears to be affected by difficulties related to EAL, additional in-class and/or targeted/small group support will be put in place by the SENCO.

32. Where appropriate, booster sessions will be provided for those pupils who are significantly behind their peer group in language and literacy instead of, for example, taking up an additional language, to ensure that academic achievement in English and Maths is prioritised.

### **Special educational needs and academically more able pupils**

33. The school recognises that most pupils with EAL needing support with their English language development do not have Special Educational Needs. However, should Special Educational Needs be identified during assessment, pupils with EAL will have equal access to Special Educational Needs provision.

34. Similarly, the school recognises that there may be pupils with EAL who are Academically More Able even though they may not be fully fluent in English. In such cases, teachers must plan to enhance the learning experience for pupils to ensure understanding is deepened and extended appropriately.

35. The SENCO and class teacher will work together to ensure a co-ordinated approach where any of the above applies.

### **Monitoring and assessment**

36. Pupils identified as having English as an Additional Language where special provision is in place will be monitored by the SENCO in addition to the whole school monitoring system, to ensure pupil progress.

37. Staff will discuss pupils identified as EAL during Pupil Progress Meetings with senior leaders to discuss, on an individual basis, their progress, needs and targets.

38. The School will ensure that the language proficiency of pupils with EAL is assessed according to the guidance given in the [School Census DfE](#) publication.

39. The school will ensure that all pupils with EAL have regular formative EAL assessments and statutory assessments, making full use of special arrangements including first language assessment/support where appropriate. Suitable EAL assessments include the NASSEA steps or the Bell Foundation's EAL Assessment Framework, both of which are available online.
40. Outcomes from assessments will inform Pupil Support Plans.
41. The school will analyse EAL/Minority Ethnic pupil achievement and regularly evaluate the effectiveness of additional support provided in terms of pupil progress.

## **Resources**

42. A range of resources will be used to support pupils' linguistic development, including computer software, bilingual dictionaries (where pupils are literate in first language), thesaurus', key word lists and key visual/graphic organisers to support organisation of language and thinking across the curriculum.

## **Parents/carers and the wider community**

43. The school aims to provide a welcoming admission process for the induction, assessment and support of all new pupils and their families.
44. Parental engagement to a programme of support and independent study outside of school time will be secured.
45. Provision will be made for Parents with EAL so that they can participate fully in interactions with the school by, for example, employing bi-lingual administration staff who can translate at meetings or events.
46. The school aims to provide additional English classes for parents where a need is recognised.

## **Staff development**

47. The School will ensure that all staff know about learning and teaching EAL in the curriculum and that staff receive subject specific professional development to ensure that provision for pupils with EAL is appropriately delivered and co-ordinated.

## **Monitoring, evaluation and review**

48. The policy will be promoted and implemented throughout Oakwood Primary school.
49. The Board of Trustees will monitor the operation and effectiveness of arrangements referred to in this policy.
50. The Board of Trustees will review this policy every two years in consultation with the Head of Establishment.