



**Policy for English as an Additional Language (EAL)**

**Introduction**

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language (EAL), that is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school.

Throughout this policy, and in other related policies and documents, these pupils are referred to as 'EAL pupils.'

We also recognise that there are differing levels of EAL needs and also children who may be fluent in English but it remains their secondary language.

Therefore the following definitions have been made:

EAL – English as an Additional Language. This includes and is the same as ESL (English as a Second Language) and EFL (English as a Foreign Language). The primary home language used is other than English and/or the child has had exposure to the primary language in the first 2 years of their life.

Emergent EAL – children who are learning English as an additional language and still rely on their primary language as the main form of communication at school and/or home.

Progressive EAL – children who are learning English as an additional language but have a firm grasp of its use and are able to communicate with some confidence, needing translation on occasion.

Advanced EAL learner – Generally refers to an EAL learner who has had five or more years' exposure to English and/or who is fluent in conversational English.

Isolated EAL learner – An EAL learner who is learning in a school/setting where few (if any) other pupils share their first language.

Bilingual – A pupil who has access to two or more languages that they have learnt from birth (for adults learning a second language this only occurs after immersion in the learnt language)

We acknowledge that EAL pupils are those who have been exposed to a language other than English during their early development and that they may or may not have been born in the UK.

EAL learners are not a homogeneous group. They come from varied backgrounds and parts of the world and will have different experiences of education and English. If not born in the UK they may have come to the UK as a positive choice or they may have been forced to leave their home country.

In the case of EAL pupils who are new arrivals to school, their needs will be judged individually after a four week transition/settling in period. Children requiring emotional and social support are provided for in line with Pastoral Care plans and other interventions and support groups that may be beneficial.

We recognise that some of the children in our school are taught the language of their community and heritage outside of school hours. We support this and promote the learning of a heritage or community language alongside English language development.

## **Context**

Analysis of recent school intakes has shown that we are admitting an increasing number of EAL pupils and a significant percentage of these children require support in order to access the curriculum due to language barriers.

Our EAL pupils come from a range of ethnic groups and are from a range of backgrounds which is increasing in diversity with every intake. They generally arrive in school having had some exposure to the English culture and language, although on rare occasions they may not have been integrated into the local community or culture prior to joining our school and are to be assessed as new arrivals.

## **Aims**

- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- To meet our responsibilities to our EAL pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

## **Objectives – School**

- To ensure that all our EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our EAL pupils attain curriculum levels appropriate to their abilities.
- To seek and make use of appropriate advice, guidance, support and training.
- To monitor the progress of our EAL pupils' acquisition of English, of their general achievement and of their attainment in end of Key Stage assessments.

## **Objectives – Pupils**

- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts.
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

## **Principles**

Our EAL pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils. It is recognised that EAL pupils are not a homogeneous group; their needs vary according to a range of factors and we aim to provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles. We acknowledge that well planned, mainstream lessons in appropriately organised classrooms provide the best environment for acquisition of English by EAL pupils and believe that social learning opportunities are the most effective way of language development.

We take pride in the multilingualism of our EAL pupils as it enriches our school and our community.

Having a home language other than English is not considered a 'learning difficulty' and as such our EAL pupils are not placed on SEN Support or taught in intervention groups unless they have Special Educational Needs. We acknowledge that pupils 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.

## Roles and Responsibilities

There is a collective responsibility on the part of staff to identify and remove barriers that stand in the way of our EAL pupils' learning and success.

The Inclusion Manager is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Being informed by staff of pupils who have been identified as EAL.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues.
- Responding to requests for information about EAL pupils.
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum.
- Maintaining a list of pupils identified as EAL learners.

## Teaching and Learning

We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. Discussions with parents will take place, using a translator if required, to ensure that the child's needs are identified.

Therefore EAL pupils:

- Have access to the whole curriculum.
- Are taught with their peers.
- Are placed in groups where they will see models of good behaviour.
- Are placed in groups with fluent English speakers who will provide them with good language models.
- Are not automatically placed with Learning Support pupils.
- Are placed in a year group with children of the corresponding age.

We will aim to:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment (e.g. teaching; learning procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs to learn new vocabulary (e.g. pre-teaching).
- Be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Have available dual language/visual resources to use to support the acquisition of the English language and to help with accessing the curriculum.
- Teach topic/subject-relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- Provide resources to scaffold the learning of all pupils, including EAL (e.g. writing frames).
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback.
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents'/carers' participation in EAL pupils' learning.

## **Parents**

In line with our Partnership with Parents Policy, parents of EAL children will be afforded the same opportunities to become involved in the education of their child and the school community as all other parents.

Where necessary, translators will be provided for the purposes of communication between parents and school staff and parents can be directed towards outside agencies that may be of assistance to them for their own language acquisition or community integration or that of their child.

September 2019

Review Date – September 2022