EAL Policy

Federation of Boldmere Schools

Version: September 2022

Ratified by the Governing Body:

Signed by the Governing Body: Chair: Mr. Greg Bloom

To be reviewed : September 2024

Introduction

This policy states the school's approach towards identification of and meeting the needs of children who have English as an additional language. Boldmere Junior School, Infant & Nursery School and Boldmere Inclusion Base school staff and wider pupil community value the cultural diversity brought by speakers of other languages. We take steps to ensure that pupils who speak other languages are integrated effectively into their school environment, both academically and pastorally. This policy sets out the aims, objectives and strategies with regard to the needs and skills of children with English as an Additional Language (EAL).

Definition :

The term EAL is used when referring to children whose main language at home is a language other than English, encompassing children who are fully bilingual and all those at different stages of learning English.'

'A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English.' *(DFE English proficiency: pupils with English as additional language Feb 2020)*

EAL children may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status

Aim:

To implement school-wide strategies to ensure that EAL children are supported in accessing the curriculum and help EAL children to become confident and fluent in English in order to be able to fulfil their academic potential.

 Objectives:

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor children with EAL
- To monitor children's progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain children's self-esteem and confidence by acknowledging and giving status to their skills in their own languages
- To work in partnership with parents to support the child and their family
- For EAL children to learn to speak, read and write in English through immersion in a broad, rich curriculum
- To provide a school environment that promotes language development through the rich use of language, IT and visual prompts.
- To provide a school structure, ethos and pastoral care to help EAL children integrate into the school, whilst valuing diversity.

On arrival at Boldmere Junior School, Infant & Nursery School and Boldmere Inclusion Base:

- At the initial meeting/visit to school with the Head teacher, Assistant Head Teacher or EAL a translation app (ie google translate) may be used.
- Families will be offered support if required for school uniform.
- A learning buddy for the child (someone in the class / someone in school who speaks the child's language where possible)
- A tour of the school
- Signs with dual language will be created
- Makaton signs are used in classes and staff have cue cards on lanyards
- The class will be told about the child before their start date and will learn greetings in the child's home language (as age appropriate).

Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. We will assess children's use of language through:

- Information from the application form;
- Information from parents/guardians;
- Information from initial assessments and observations
- Information from the previous school.

Assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil. We also assess children who staff believe are exposed to a language other than English. Termly assessment of level of language acquisition will be carried out to ensure that challenging, bespoke targets to accelerate progress are in place. Interventions are personalised, time limited and are monitored to ensure accelerated progress. Audits are undertaken using the Bells Foundation EYFS and Primary tools.

English language Proficiency is assessed in strands represented by five Proficiency bands and each band has a descriptive label. In assessment of EAL children, competence in English is categorised on a five point scale using the Department for Education's EAL classification codes. Assessments are maintained termly during pupil progress meetings.

Pupils are not expected to achieve all the descriptors within a band (some may not be applicable to certain ages, for example) and you may well find that pupils attain the descriptors in a different order to those listed; this is not unusual and is not a cause for concern.

Codes:

A: **New to English**

B: **Early acquisition**

C: **Developing competence**

D: **Competent**

E: **Fluent**

N: **Not Yet Assessed**

In EYFS children are only assessed on oral use and understanding, not on reading and writing.

Curriculum Provision

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

(National Curriculum 2014)

Teacher standard 5: have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Standard 3, which expects a teacher to "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject" also goes some way to addressing a need for explicit language teaching, but fails to recognise the unique needs of learners using EAL.

(Teacher Standards: DFE)

Within the classroom teachers should:

- Recognise the child's home language; boost the child's self-esteem.
- Ensure classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Identify the child's strengths and interests.
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success.
- Provide learning support which encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning
- Use school resources, including books in the library and equipment that will reflect cultural diversity and, where possible, be in a variety of home languages.
- Use Makaton signs to support EAL / non-verbal children.
- Display daily timetable using Makaton signs.
- Teachers have responsibility for ensuring that children can participate in lessons.
- Be aware of children learning a language and a curriculum simultaneously.
- Consider the wellbeing of children who are newly arrived to the country. For example children who may refugees / asylum seekers.
- Be aware of the children's previous educational journey.

Monitoring and Recording:

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL children in their class whilst they are in their care.

The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

Special Educational Needs and Differentiation

Some EAL children may have a special educational need and in such cases children will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

Children who are Looked After , Unaccompanied Asylum Seeking Children (UASC) and those children from asylum seeking/ refugee families, who are in care, are identified by the designated teacher for looked after children and provision reflects their linguistic and cultural diversity and additional challenges experienced by the identified learners.

Communication

Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children.

Where confidential information is being discussed a translation app (ie google translate) may be used and a professional interpreter can be used for multi-agency meetings where required.

LINKS WITH OTHER POLICIES

This policy links closely with the following policies:

 • Inclusion Policy

• Special Educational Needs Policy

 • Children who are Looked After Policy

  Mental Health and Wellbeing Policy

 • Teaching and Learning Policy

 • Equal Opportunities Policy

• Safeguarding Policy

• Behaviour Policy

 • Anti-Bullying Policy

 • Assessment Policy