



Roman Way Primary School

EAL Policy

(English as an Additional Language)

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Reviewed and approved by Governors	
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Signed	
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English as an Additional Language Policy

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Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Statement of Aims

Roman Way is committed to ensuring that all our learners including EAL learners, feel safe and know that they are valued.

Roman Way is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

Roman Way will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- Children with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles.
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL.
- The bi/multilingualism of our children and staff enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEN record, unless they have SEN.
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate.
- 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 included in planning.
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language.
- The focus and timing of additional support is an integral part of curriculum and lesson planning.
- Although many children acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

- 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 and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Roles and Responsibilities

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Teaching and Learning

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- EAL learners are encouraged to use their first language for learning.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Specialist EAL support is available for new arrivals from qualified staff who have received appropriate training and support.
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class.
- Class/subject teachers plan collaboratively with EAL support teachers or teaching assistants.

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, Inclusion Manager, parents/guardians and pupil. Termly assessment 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.

Admitting New Pupils

At the initial meeting/visit to school either the Headteacher, Deputy Head or Inclusion Manager will meet with the child and their parents/guardian. A translator will be invited. Families will be offered support if required for school uniform. All children who are EAL will receive:

- A welcome pack in the family's home language, including information needed for school and on local services such as children centres, housing, general well-being, free dental and medical care etc.
- An induction programme to include
 - A tour of the school
 - Signs with dual language using Communicate in Print will be created before the child joins the class
 - Transition from one school to another where possible.
 - A meeting will be arranged with a translator from EMTAS.

Provision

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including books in the library and equipment in the Early Years will reflect cultural diversity and be in a variety of home languages. Teachers have responsibility for ensuring that children can participate in lessons using the guidance provided in the document 'Supporting children with acquiring English'.

Monitoring and Recording

It is the responsibility of the class teacher (with the support of the Inclusion Manager) to maintain up to date records of EAL children in their class whilst they are in their care. The teacher collates information and arranges a baseline for the Inclusion Manager 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.

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 professional interpreter will be used. This will also apply to multi-agency meetings.

Resources

The NALDIC website <https://naldic.org.uk/>

EMTAS website <https://www.hants.gov.uk/educationandlearning/emtas>

Links with other policies

This policy links closely with the following policies:

- Inclusion Policy
- Special Educational Needs Policy
- Looked After Children Policy
- Teaching and Learning Policy
- Equality Policy
- Safeguarding Policy
- Anti-Bullying Policy