

English as an additional language policy St Peter's C of E Primary School



Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

Adopted January 2023

Next Review January 2025

Introduction

This policy states the school's approach towards identification of and meeting the needs of children who have English as an additional language. This policy applies to all children (including their parents), from our Early Years provision to Y6.

Definition

EAL is defined as: 'a child whose first language is not English' encompassing children who are fully bilingual and all those at different stages of learning English.'

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

EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum
- The school environment promotes language development through the rich use of language, IT and visual prompts
- EAL learners make the best progress within a whole school context, where children are educated with their peers.
- The school structure, pastoral care and overall ethos help EAL children integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life-enriching asset.
- Parents and prospective parents will be provided with the particulars of our EAL provision via our parent information leaflet. This will be available in different languages.

St Peter's acknowledges that all bilingual EAL learners are entitled to the full range of pre-school and statutory educational services and are entitled to equal opportunities of educational success. Bilingualism is an achievement which is educationally enriching and will be treated as such. St Peter's recognises that the best progress in language learning is made when class teachers and teaching assistants work closely together and with the co-operation of the pupils themselves. The progress of bilingual EAL learners is significantly influenced by school and community ethos and by teacher attitude and expectation. St. Peter's is an inclusive school and values and celebrates cultural and linguistic diversity.

St Peter's recognises that parents hold key information and have a critical role to play in their child's education, for this reason we will actively seek to work with parents and value their contributions. St Peter's recognises that parents should have

access to information, advice and support during target setting and assessment and any related decision-making processes about their child and EAL.

Aims and Objectives

- To ensure that our bilingual EAL learners participate in and gain access to mainstream and National Curriculum provision.
- To support bilingual EAL learners in their acquisition of English language skills across the curriculum.
- To ensure that our bilingual EAL learners attain at levels appropriate to their intellectual ability.
- To assess and monitor progress in the acquisition of English as an additional language for all of our bilingual EAL learners.
- To provide training for class teachers and teaching assistants in strategies that will address the needs of bilingual EAL learners.
- Where possible, to support bilingual EAL learners through their home language and provide access to interpreting/translating services to parents and children.
- To develop resources, including home language materials, that will enhance the linguistic skills and conceptual understanding of bilingual EAL learners.
- To develop home/school/community links.

Roles and Responsibilities

The Governing Body and Headteacher

“Governors have an obligation to take positive action to provide persons of a particular ethnic group with special access to facilities or services to meet the particular needs of that group” (1976 Race Relations Act). The Governing Body should, in co-operation with the headteacher, determine and agree St Peter’s general policy and approach to provision for children with EAL, establish the appropriate staffing and funding and maintain a general oversight of EAL. The Governing Body at St Peter’s will appoint a governor to oversee Additional Educational Needs within the school and to evaluate the school’s effectiveness with both assessment and provision. The headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with EAL. The headteacher should keep the governing body fully informed and should also work closely with the school’s EAL Co-ordinator. The government consultation document ‘Aiming High: Raising the Achievement of Minority Ethnic Pupils’ (DfES 2003) states that “the particular needs of bilingual pupils are best met through a coordinated whole-school approach led by headteachers and senior managers”. St Peter’s will co-ordinate and monitor the needs of its EAL learners and include this information in relevant School Plans.

EAL Co-ordinator

The Co-ordinator will work closely with the headteacher, SLT and fellow teachers and should be closely involved in the strategic development of EAL policy and provision. The Co-ordinator is responsible for advice to teaching and teaching assistants on appropriate programmes of work and the monitoring and assessment

of bilingual learners. The Co-ordinator will organise and monitor an annual audit of our bilingual learners and be responsible for the preparation of the necessary documentation for outside agencies. The Co-ordinator is to liaise regularly with teachers and teaching assistants to keep them abreast of EAL issues and practice at St Peter's, and to determine and implement training needs.

The class teacher

Inevitably it is the class teacher who is in contact with the children who require EAL provision. The class teacher will be supported substantially within the school by the Headteacher, EAL Co-ordinator and at times outside agencies and support services (Inclusion Support Service Kent). The class teacher should be responsible in meeting the individual needs of the children within an agreed school curriculum. The class teacher shall also be responsible for providing information about individual children for specific reports or for the completion of official forms. They will also be responsible for the writing and review of targets of the children in their class. The best progress in language learning is made when subject/class teachers, EAL support teachers and bilingual support workers work closely together and with the co-operation of the pupils themselves.

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.

Termly assessment of level of language acquisition will be carried out to ensure that children are given challenging bespoke targets to accelerate progress and that Interventions are personalised, time limited and are monitored to ensure accelerated progress. In assessment of EAL children, competence in English is categorised on a five-point scale using the Department for Education's EAL classification codes:

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narratives or accounts with visual support. May have developed some skills in reading and writing.

May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

St Peter's recognises that having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of the bilingual EAL learner are not identical neither are they mutually exclusive. Careful assessment should be undertaken to ensure that the learning needs of all bilingual learners are met. This may involve liaison with the Inclusion Support Service Kent (ISSK), the SENCo or the EAL Co-ordinator. Assessment in home language may be carried out where deemed appropriate. Other assessment will comply with procedures used for all other pupils in the school concerned e.g., reading tests, SATs. Care will be taken to ensure that assessment is not culturally biased against pupils from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups. Care will be taken when assessing bilingual EAL learners who might also have Special Educational Needs. The numbers of these pupils should be in the same proportion as found in the monolingual population.

On arrival at St Peter's Primary

On the initial meeting with the school, 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 learning buddy for the child (someone in the class / someone in school who speaks the child's language)
 - A tour of the school
 - Signs with dual language will be created before the child joins the class
 - Thrive plans (if appropriate) will be created with parents
 - Baseline assessment

The class will be told about the child before their start date and will learn greetings in the child's home language.

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 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. Funding allocation also reflects this additional need.

Resources

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

The Bell Foundation website <https://www.bell-foundation.org.uk/>

LINKS WITH OTHER POLICIES

This policy links closely with the following policies:

- Inclusion Policy
- Special Educational Needs Policy
- Children who are Looked After Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Relational Behaviour Policy
- Anti-Bullying Policy
- Assessment Policy
- Anti Racism

Policy review:

The EAL Policy will be reviewed every two years. The review date for this policy will be January 2025. The reviewing process will take the form of the EAL Co-ordinator, having monitored, and worked with the EAL policy and children, meeting with the staff to evaluate the efficiency of the policy and noting any problematic and/or ineffectual points and then convening with the EAL Governor initially, having a full meeting with the governing body for agreed approval. Alterations will then be made if necessary and new copies of the policy distributed.