FALCONS PREP
RICHMOND

English as an Additional Language (EAL) Policy

Primary person responsible for updates to this policy: Olivia Buchanan
Job title: Headmistress (for the SENCo/ EAL Coordinator)
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Next review date: June 2022
Relevant ISI coding (if applicable):

Circulation: This policy is available to parents on request. It is addressed to all members of staff and volunteers.

Introduction

The term EAL (English as an Additional Language) is used when referring to pupils whose main language at home is a language other than English.

Our aim is for each individual in the school community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age or ability, to reach work towards their full potential in an inclusive environment where happiness and security are a priority.

The policy sets out our school's aims, objectives and strategies with regard to meeting their needs and celebrating the skills of EAL pupils, helping them to achieve the highest possible standards.

Aims

The school aims to make appropriate provision of teaching and resources for pupils for whom English is an additional language and for ensuring EAL children are able to achieve their full potential.

The school will identify individual pupil needs, recognize the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Key Principles for Additional Language Acquisition

- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and, where applicable, to build on their existing knowledge and skills
- Many concepts and skills depend on well-developed home language; literacy in the home language enhances subsequent acquisition of EAL
- All languages, dialects, accents and cultures are equally valued.
- Language develops best when used in purposeful context across the curriculum
- Key vocabulary for each subject needs to be explained and discussed
- A distinction is made between EAL and SEN
- The use of additional support time are an integral part of a teacher's planning

Teaching and Learning

Planning and Differentiation

Plans will identify the demands of the school's curriculum and provide differentiated opportunities for EAL pupils. Where appropriate, teachers will plan activities for individuals or groups of children with EAL.

Key features of language, which are necessary for effective participation, will be identified. These might be key words, certain patterns of grammar, uses of language or forms of text.

- Classroom activities should be carefully structured and focused
- Classroom activities should have clear learning objectives and appropriate support and resources should be deployed to ensure that pupils are able to participate in lessons
- Staff should review groupings and seating arrangements to enable EAL learners to have some access to strong English language peer models.

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Strategies in the Classroom

Pupils will be supported by a Teaching Assistant in the classroom working, with individuals or small groups, as appropriate. Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support may take place for a set period of time to address specific language or learning focus.

Staff should use some of the following support strategies to ensure full curriculum access:

- If a child arrives in school with no English, there is a pack (available from the coordinator) to provide emergency support for the first few days.
- There are visual aids (pictures, video clips, diagrams) to help explain vocabulary and concepts
- Provide a range of enhanced opportunities for children to engage in speaking and listening activities in English with peers and adults
- There is plenty of talk before and during reading and writing activities
- Provide opportunities for drama and role play
- Provide sentences starters as a model for spoken language
- Provide writing frames as a model for written language
- Communicate the curriculum to the parents so that they can help to do some pre-learning with their child (e.g. sending home a book that is going to be used in class)
- Send home a list of key words for each topic so that the parent can interpret the vocabulary for their child
- Differentiate texts so that they are accessible to suit levels of learning
- use ICT, dictionaries, translators, readers and scribes

Planning, Monitoring and Evaluation

Information is gathered about:

- the pupils' linguistic background and competence in other languages
- the pupils' previous educational and schooling experience
- the pupils' family and biographical background

This information is used to help us decide on the child's level of speaking and listening in English. We use the Hounslow Language Service EAL Stages for Speaking and Listening (which can be found here) ranging from level 1 (no previous experience of English) to level 4 (bilingual).

Staff regularly observe, assess and record information about pupils' developing use of language. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified during assessment; EAL pupils will have equal access to school SEN provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

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Each September the EAL coordinator will update the EAL list, changing the child's level of English in discussion with the staff.

The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements including first language assessment/support where appropriate. Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified. The school will analyse EAL/Minority Ethnic pupil achievement and evaluate the effectiveness of additional support provided in terms of pupil progress.

Resources

- Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.
- Displays and resources reflect cultural diversity. A range of resources are used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, computer software, etc.
- Assessment materials use images and texts which are appropriate for all pupils.
- There will be books made available in the children's home languages

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers. We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils, including achievement and progress. The evaluation process will serve as the basis for planning programmes of action.

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