AnDaras Multi-Academy Trust
St Stephens Community Academy

English as an Additional Language Policy (EAL)

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
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Statutory	
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Linked Documents and Policies	Linked Documents and Policies • Equalities policy • Assessment policy

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English as an Additional Language Policy (EAL)

Designated Person responsible for managing the provision for children with English as an Additional Language (EAL): Mrs D. Bartlett, Contact details: 01566 772170

1. Rationale

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. Throughout this policy, and in other related policies and documents, these pupils are referred to as 'EAL pupils'.

There are also a number of terms that can be useful when describing the background of EAL pupils:

- 'First generation' – meaning they were born in another country and have since resettled in the UK with their family.
- 'Second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
- 'Migrant worker' – those who have moved for economic betterment.
- 'Asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

At St Stephens Community Academy we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to achieve their potential within a positive, supportive, secure and safe learning environment. Through a high quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupil's needs and recognise and build on the skills they bring to school. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

2. Context

As of September 2020, 5% of pupils at St Stephens Community Academy are identified as 'EAL' and speak a language other than English as their 'first' or 'common' language (12 pupils).

A variety of first languages, other than English are spoken by pupils, including Polish, Slovakian, Romanian, and Czechoslovakian. The most common language, other than English is Polish.

EAL Policy v2.0/ 2021

3. Aims

Our aims will be achieved by these features of good practice:

- Identify the needs of EAL learner as quickly as possible and to provide appropriate support
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- Enabling pupils to understand and respect other people's feelings, values and beliefs
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage pupils to practise and extend their use of English.
- To encourage and enable parental support in improving pupil's language skills and attainment.
- To monitor pupils progress regularly against the school EAL Profile and "A Language in Common" assessment framework.
- To assess the skills and needs of pupils, make appropriate provision and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupil's achievements in class to maintain self-esteem and confidence.

4. Our commitments as a school

- Ensure all teaching staff are informed when a pupil on the EAL register is in one of their classes.
- Recognise the importance of the role of parents and the need to communicate with them about their child's progress specifically in language learning.
- Provide appropriate cultural resources where possible celebrating language and cultural differences.
- Ensure that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition.
- Differentiate in the planning of lessons
- Make staff aware that although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers.
- Provide access to statutory assessments making full use of special/access arrangements where appropriate.
- Provide appropriate funding for resources and training of staff
- Attend to the overall welfare and well-being of pupils on the EAL register and liaise with the School's pastoral staff in the event of concerns arising.
- Access to interpreters e.g. Parent Meetings and translated reports as required

5. Teaching and Learning

Teachers and support staff plan and teach lessons taking into account ways to support bilingual learners. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs and in groups. In addition to this, our pupils are encouraged to adopt their own way of learning. This could be through visual aids, by listening or by carrying out the task themselves. Teachers promote an inclusive environment in class, and pupils are encouraged to share languages with their peers and enjoy learning new words in a different language to help with pupils learning.

We will:
- 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 EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.
- 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).
- 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.
- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils e.g. writing frames.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Planning differentiated work for EAL pupils if necessary.
- Setting appropriate expectations; encouraging pupils to contribute and give more than one word answers.
- Monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils mayneed more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Teachers will ensure that EAL pupils have access to strong English language peer models and review groupings accordingly.
- Encourage parents/carers participation in EAL pupils' learning.

6. Resources

Learning materials to support EAL pupils include bilingual dictionaries, dual-language books, sight words in other languages, games and ICT resources.

7. Monitoring and Assessment

The class teacher is responsible for planning and teaching the objectives in a way which will ensure pupils are included in whole class sessions. In addition to this, they are also responsible for monitoring pupils progress each half term, using the EAL profile and 'A Language in Common framework.

All pupils who are in the initial stages of acquiring English will be assessed using 'A Language in Common' descriptors as a baseline and continually monitored against these until the curriculum descriptors are an appropriate form of assessment. If progress is very slow or no progress at all is made, and staff are still concerned that the pupil has difficulties, then the SENDCo will be alerted and will make provision for an assessment of the pupil's home language to be made to establish whether or not the pupil is experiencing learning difficulties.

8. Admissions, Identification and Tracking

The School recognises that background information on EAL students can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building up of 'learner profiles' on EAL students' linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.

We follow the school's normal admittance procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in U.K.
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Links with pupils already in school
- Pupil's educational background

9. Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' achievement and inclusion. Currently the designated 'EAL Leader' is Mrs Bartlett, who oversees development and day-to-day coordination of EAL provision.

10. Responsibilities of the designated 'EAL Leader' include:

- Identifying incoming EAL pupils, with support of the Staff Team.
- 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 classes and have full access to the curriculum.
- Maintaining a register of EAL students.

11. This Policy should be read in conjunction with other School Policies, notably:
- Equalities policy
- Assessment policy

REVIEWING THE EAL POLICY

The Policy will be reviewed in three years or earlier if necessary.

Signed…………………………………………………………………… Head Teacher

Signed…………………………………………………………………… Chair LGAB

Date…………………………………………………………………….