

**Policy for Children who speak English as an Additional Language (EAL)**

**At Edenthorpe Hall Primary Academy we aim to meet the full needs of all those children whom are considered to hold the EAL status. The term EAL is used when referring to pupils whose first language at home is not English. This policy sets out the School’s aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to reach their full potential.**

**At Edenthorpe Hall Primary Academy we aim to:**

* Provide our EAL pupils with a safe, welcoming environment where they are valued, recognised and given the opportunity to build in confidence and self-esteem.
* Ensure EAL pupils have full access to our curriculum.
* Be proactive in removing any of the barriers which stand in the way of our EAL pupils.
* Acknowledge and celebrate children’s home language.

**Context**

We are a small primary school and have a relatively small number of children from ethnic backgrounds other than White British. As of September 2017, 11.1% of students at Edenthorpe Hall Primary Academy are identified as ‘EAL’ and speak a language other than English as their ‘first’ or ‘common’ language.

A variety of first languages, other than English, are spoken by students in our School,

**Terminology**

EAL is an umbrella term which refers to any student learning and using English as an additional or second language. There are also a number of other terms which can be useful when describing the background of EAL students:

- ‘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.

- ‘Advanced EAL learners’ - is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children who, often born in this country, appear to be fluent in ordinary everyday conversational contexts but require continued support in order to develop the cognitive and academic language necessary for academic success.

**Key Principles**

For children living or residing in the UK, acquisition of the English language is crucial to fulfilling their academic potential and raising their economic prospects. At Edenthorpe Hall Primary Academy, we view the fulfilment of this amongst EAL students to be a fundamental part of our sense of mission.

* EAL pupils have a temporary additional need when arriving at the school as a first generation’ pupil. This is distinct from typical additional needs but may have some crossover points. EAL does not automatically mean SEN and children should not be treated in this way.
* As above, EAL does not automatically mean low ability and children should not be treated in this way. EAL pupils will have potential strengths as well as additional needs. We endeavour to find and celebrate these strengths.
* EAL students will take around 5-7 years of English speaking learner to acquire academically fluent English. This will occur naturally through nurtured immersion and, although the rate of acquisition can be maximised, it cannot necessarily be maximised.

**Roles and Responsibilities**

The Principal will ensure:

* High quality teaching and learning is in place and accessible to all children across the school.
* Both parents and staff are aware of, and have access to, policies regarding EAL.
* Information regarding children who speak EAL is shared with relevant staff members.
* Training on planning for teaching and assessing EAL learners is available.

The EAL coordinator (Mrs Bratcher) will ensure:

* All staff are confident in providing opportunities for EAL children to receive the best outcomes.
* EAL pupils are integrated into their classroom and have full access to the curriculum.
* Standards of the teaching and learning of EAL children are closely monitored.
* The progress of children who speak EAL is monitored carefully and any learning difficulties which may be masked by EAL are identified and shared with the SENCO.
* A register of all EAL children is kept and regularly updated.

Class teachers will ensure:

* All children feel safe and secure in their classroom. This is done through the celebration of other cultures and backgrounds – ensuring an inclusive environment for all.
* All children have access to high quality teaching and learning.
* Learning is meaningful and children are able to contextualize new ideas.
* Children will have regular access to practical tasks which are proven to help develop language and communication.

**Admissions**

When children arrive at Edenthorpe Hall Primary Academy we take necessary steps to ensure they have a smooth and welcoming transition. Details of this are set out in our New Arrivals Policy.

**Assessment**

All EAL pupils are assessed in line with the school’s assessment procedures upon their arrival at Edenthorpe Hall. If children are considered second or third generation, their reading level will be benchmarked. Staff will have regular opportunities to discuss pupils’ progress, needs and targets via review and pupil progress meetings. Progress in the acquisition of English is regularly assessed and monitored.

All assessment methods used at Edenthorpe Hall are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified. Consideration and sensitivity is also given to the appropriateness of testing EAL pupils at the earlier stages of their English acquisition.

**Strategies**

In order to support the EAL children within our school, a number of steps are taken. These strategies vary dependent upon the child’s level of English acquisition and the rate at which they are making progress:

* Dual language support workers are employed to assist children in settling into our school environment.
* Our curriculum is personalised to enable and allow children to use their prior learning and experiences.
* We ensure lots of visual learning takes place in our school to help children develop knowledge of the world around them. EAL children are further supported with visual aids and word mats to encourage them to participate in learning and classroom discussions.
* Children are given regular opportunities to work alongside other children in their class. Paired and group work is integrated into our daily routines as we believe this encourages both listening and speaking skills. We also ensure children have regular opportunities to take part in drama and role play activities.
* Additional verbal and visual support is also provided to our EAL children. This could be in the form of repetition, alternative phrasing, posters, non-verbal clues, objects or demonstrations.
* Within a school we have access to a number of dual-language materials such as reading books, word mats and dictionaries. Videos, maps and ipads also provided further, and crucial, support.
* Differentiated learning is always provided to all of our pupils. They are given the responsibility of choosing a task which they feel is challenging but achievable to them.
* Further support for children’s language development is provided outside the formal curriculum, e.g. school trips, assemblies, after school and lunch time clubs.