

English as an Additional Language (EAL) Policy



Policy Document Status

Date of Policy Creation	September 2024	Chair of Governors	Gill Stubbs
Adoption of policy by Governing Board	16 October 2024	Executive Headteacher	Jenny Gascoigne
Inception of new Policy	17 October 2024	Staff Member Responsibility	Jenny Gascoigne Hayley McNamee
Date of policy review	September 2026	Day Care Manager	Shelley Thursfield

Introduction

Wrockwardine Wood Infant School and Oakengates Nursery Federation is committed to making appropriate provision of teaching and resources for children for whom English is an additional language and for raising the achievement of minority ethnic learners to reach their full potential. The Federation will identify individual pupil's needs, recognise the skills they have and ensure equality of access to the curriculum.

We believe the teaching and learning, achievements, attitudes and well-being of all children are important, and that bilingualism is a strength. We take a whole School/Nursery approach, including ethos, curriculum, and education against racism and promoting language awareness.

Aims

The aim of this policy is help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

- to promote equality of opportunity for all learners for whom English is an additional language
- to deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language
- to provide all children with a safe, welcoming, and nurturing environment where they are accepted, valued and encouraged to participate

We aim to ensure that all children for whom English is an Additional Language can:

- 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 Language Acquisition

- 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 planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers and support staff have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All children have entitlement to the National Curriculum.

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- The school applies the three principles of inclusion as identified in the National Curriculum Handbook:
 - setting suitable learning challenges
 - responding to children's diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of children.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of children's home languages and to build on their existing knowledge and skills.
- All languages, dialects, accents, and cultures are equally valued.

Admissions

We follow the school's admission procedure which includes the collection of the following additional information:

- Country of origin
- Date of arrival in UK (where applicable)
- Child's first language
- Other languages spoken at home

Also, we:

- Carryout a home visit. ([Appendix 1 EAL Home visit](#))
- Contact the child's previous school.
- Welcome parents and children by taking them on a tour of the school and introduce them to key personnel
- Offer a meeting with the Executive Headteacher
- Provide parents with the information they need through the school website
- Provide a translate facility on the website
- Take care to ensure that we know how to pronounce names, so we address parents and children correctly.

Baseline Assessment

If appropriate the school may request an initial assessment of the language stage of newly arrived children. This assessment is undertaken by T&W Multicultural Development Team.

Information is gathered about the child's:

- linguistic background and competence in other languages
- previous educational and schooling experience

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- family and biographical background

An initial assessment of Numeracy level is also undertaken. This information is shared with the Headteacher and the Deputy Headteacher (who coordinates intervention)

The EAL learning support assistant has also been trained to complete a basic assessment of a child's language needs. Under the supervision of the Deputy Headteacher and Assistant Headteachers the EAL assistant will plan and deliver the appropriate intervention.

Planning, Teaching & Assessment

Teaching and assessment in our school is based on the Early Years Foundation Stage Principles.

The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They must be able to participate in ways that reveal what they know and can do in the security of their home language.

For children to grow in confidence, and hence demonstrate their embedded learning:

- their environment must reflect their cultural and linguistic heritage
- their learning be supported by a wide range of stimuli and experience

We will also:

- pre-teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading, and writing skills
- plan for and provide appropriate stimuli for language development
- encourage EAL children to use English by generating opportunities for active participation in lessons e.g. use of talk partners
- consider our own language use and provide suitable contextual clues for EAL children
- be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL children are familiar with
- plan for and provide specific time for children with EAL needs
- be aware that an EAL children's social language (normally acquire in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels)
- provide good language role models for social interaction in learning activities
- when necessary, provide spoken and written, curriculum-specific, language models for EAL children
- 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 children to become independent learners

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- encourage parents/carers participation in their child's learning at home e.g. vocabulary book, reading diaries

Resources

- Resources for reading and writing are monitored for cultural accessibility.
- Language games are used to develop communication and language.
- Displays and resources reflect linguistic and cultural diversity
- A range of resources are used to support children's linguistic development, e.g. games, visual materials, writing frames, key word lists, bilingual dictionaries, computer software, etc.

Racing to English- is a comprehensive intervention programme to support teaching

Language of the Month <https://www.newburyparkschool.net/>

This is a website for resources to support teaching and to promote inclusion of other languages within the classroom.

Talking Maths a school intervention programme delivered by a Learning Support Assistant (LSA).

Assessment materials use images and texts which are appropriate for all children.

Assessment

Early Years Foundation Stage

The EYFS profile assessment is underpinned by an understanding that language and communication is central to our sense of identity and belonging to a community. The Early Years Profile recognises and values linguistic diversity. The communication skills of children for whom English is not their home language will vary. However, learning English as an additional language is not a special educational need.

The 3 aspects specific to the assessment of children in EYFS for whom English is not their home language are:

- development in their home language
- development across areas of learning, assessed through their home language
- development of English

Within the EYFS profile, the early learning goals (ELGS) for communication and language and for literacy must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language – including the child's home language and English.

Key Stage 1

Children are assessed each term to measure progress towards the expected outcomes for their age. This includes a specific measure for children with English as an Additional Language. Teachers also have regular meetings with parents/carers to discuss a child's progress, needs and targets.

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The school will ensure that all EAL children have access to statutory assessments, making full use of special arrangements including first language support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

Parents/Carers and the Wider Community

- We provide a welcoming admission process for the induction, assessment and support of new arrival children and their families/carers.
- We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English.
- We aim to work closely with members of the wider community to support all our EAL children.

Professional Development and Training

A member of staff regularly attends EAL professional development meetings led by Telford and Wrekin's Multicultural Development team to ensure practices and policies are kept up to date. The school will enable all staff to undertake professional development to ensure that provision for EAL children is appropriately delivered and co-ordinated.

The School Improvement Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL children.

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL children. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets and to map provision for all efficiently.

The evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

The Governing Board will review this policy as part of their review cycle.

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Appendix 1: EAL Home Visit suggested Questions

English as an Additional Language Home Visit information	Y	N	Comments
Which language/languages are spoken at home? <i>Multilingual?</i>	N/A	N/A	
Does your child understand/speak this language?			
How is your child's name pronounced?	N/A	N/A	
What name would the child prefer to be called at nursery, if different?	N/A	N/A	
When did your child arrive in the UK?	N/A	N/A	
Did they arrive in the UK with parents? If child came to UK at a later date, who did they live with in the country of origin?			
How will you travel to school?			
Do you have contacts in the local area, such as relatives and friends?			
Who lives in the family home?			
Which is the most useful written language for the family?			
Who in the family can read and write English? <i>If not, do they have access to another family member/friend who could?</i>			
Educational Background			
Where did you live before coming to the UK? City? Town? Small place?			
Will they be attending a home language class?			