
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY



**BUTTSBURY
PRIMARY SCHOOL**

AN ACADEMY SCHOOL

Approved by:	Full Trust Board
Last reviewed on:	Autumn 2022
Next review due by:	Autumn 2025

This policy is a statement of the aims, principles and strategies for raising achievement for children with EAL at Buttsbury Primary School.

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Aims of our school

The school values the contribution which minority ethnic pupils make through bringing their culture and language to enrich the school environment. We are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. We aim to raise the achievement of all of our pupils and are committed to raising the achievement of pupils who are at risk of underachieving

Context of the Diversity within the School

- 14 languages are spoken at our school and these include Afrikaans, Gujarati, French, Ukrainian, Portuguese (Brazil), Chinese, Spanish, Greek, Russian, Lithuanian, Hindi, Arabic, Greek and English.
- 4% of pupils have a home language in addition to English.
- 3 pupils are identified as needing EAL support.

Admissions and New Arrivals

We aim to welcome new arrivals and their families to our school. We have a protocol for new arrivals which includes a meeting between parents/carers and the headteacher to collect relevant information and to introduce them to the school. This may involve a guided tour to familiarise them with our school. Whenever required, we will endeavour to use an interpreter when the English language is a barrier to communication. EAL pupils will be introduced to a 'buddy' to help settle them in and will usually begin mid week to give them a more staggered introduction. Any support arrangements will be discussed with parents and pupil.

Ukrainian Refugees

We have been pleased to welcome our first families from the Ukraine as a direct result of the conflict their homeland is experiencing. These pupils have received a warm welcome, they have been supported in finding their way in and around the school environment by their class teacher and peers, and also have with an allocated 'buddy' for extra support. The pupils are being integrated into the school curriculum, with reasonable adjustments put in place in order to enable them to access their learning. These arrangements may include: the use of a laptop, a personal toolkit of common English words with the equivalent in Ukrainian, login to Lexia or a copy of both the English and Ukrainian version of extracts of text. This list is not exhaustive.

Assessment

An initial assessment will be made when pupils begin at the school and this will be reviewed regularly by all staff.

Information gathered will be about –

- The pupils' linguistic background and competence in other languages
- The pupils' previous educational and schooling experience
- The pupils' family and biographical background
- The pupils' level of English is identified with reference to the Stages of English as an Additional Language and with reference to the National Curriculum.

Staff have regular liaison to discuss pupil progress, needs and targets. The school aims to set appropriate and challenging targets for all pupils which are reviewed at least every term. 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.

Children with Special Educational Needs & Disability (SEND) and Academically More Able Pupils

The school recognises that most pupils with EAL needing additional support do not have SEND. However, should SEND be identified during any assessments pupils with EAL will have equal access to school SEND provision.

Similarly, the school recognises that there may be pupils with EAL who are academically more able even though they may not be fully fluent in English. They will also have equal access to school provision.

Teaching and Learning: Staff responsibilities

Whole Staff

The entire staff will be made aware of the cultural and educational needs of children and every effort will be made to ensure the school is welcoming:

- By including reflection on other cultures as a normal part of the curriculum
- By promoting language awareness throughout the school
- By having dual language notices and books where appropriate and displaying pictures reflecting different cultures
- By being sensitive to cultural needs

Class or Subject Teachers

Classroom activities should have clear learning objectives and appropriate support and resources are deployed to ensure that pupils with EAL are able to participate in lessons. All teachers have a responsibility to ensure that they have the assessment information they need to help develop a pupil's language and to monitor their learning.

Staff review groupings and setting arrangements to ensure that pupils with EAL have access to strong English language role models.

The EAL Coordinator is the Inclusion Manager who is responsible for collecting information about any pupils with EAL and making sure it is available to all members of staff to inform their planning and teaching. They may also be responsible for support arrangements for pupils who are at the earliest stages of English language acquisition.

Strategies and Support

Staff use various support strategies to ensure full curriculum access, such as:

- Collaborative and inclusive group work
- Enhanced opportunities for speaking and listening
- Effective role models for speaking, reading and writing
- Additional visual support e.g. posters. Non-verbal cues, pictures, use of gesture etc

- Bilingual resources e.g. dictionaries, online support, bilingual staff/pupils, texts, key word lists
- Writing frames
- Pupils receive regular feedback from staff
- Discussion is provided before and during reading and writing activities
- Further support for pupils' language development is provided outside the formal curriculum e.g. in assemblies, school clubs, homework clubs etc.

Additional support may be allocated to individual pupils with EAL depending on need.

Parents/Carers and the wider community

We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to work closely with members of the wider community to support our pupils with EAL.

Monitoring and Review

School data will include relevant information on minority ethnic groups and pupils with EAL. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor progress.

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

This policy supports the school in meeting its duties under the Equality Act 2010.

Policy Date: Autumn 2022

Review Date: Autumn 2025 (or sooner if school circumstances change significantly)