



HEADLANDS PRIMARY SCHOOL

EAL POLICY

Date Reviewed (Annual):	May 2023
Reviewed by:	Darren Smith (Head Teacher)
Date approved by the Local Governing Body:	
Chair of Governor's signature:	
Renewal Date:	May 2024

EAL POLICY

HISTORY OF CHANGES

Date	Changes	By
May 2023	Policy written	Heidi Redman (SENCo) and Charli Harvey (Inclusion Lead/Deputy Head Teacher)

1. Statement of Aims

At Headlands Primary School, we are committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. We will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum, promoting equality of opportunity for all learners.

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

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

2. The Context of the School

At Headlands Primary School we have a growing percentage of families for whom English is an additional language. Some other children who speak English as a first language also speak a second language.

3. Key Principles for Additional 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 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 pupils have entitlement to the National Curriculum. A distinction is made between EAL and Special Educational Needs. Individual cases will be identified and the SEN policy and processes will be implemented where required.

Teachers are aware of the importance of pupils' home languages and build on their existing knowledge and skills. Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL. All languages, dialects, accents and cultures are equally valued.

4. Teaching and Learning

The SENCO co-ordinates the support children with EAL They are responsible for:

- ☐ Induction process and welcome booklet
- ☐ Vocab assessment on arrival at school
- Supporting teachers to assess the EAL pupils on entry using "The Bell Foundation EAL Assessment Framework" if applicable and updating the EAL register on Arbor.
- Liaising with class teachers regarding progress of individual pupils and developing programmes of support
- Providing resources to enable these children to access the curriculum
- Supporting individuals and groups of pupils within the school on a regular basis

5. Planning and Differentiation

Reasonable adjustments, scaffolds and visuals are used to support individual EAL pupils' needs. The child may need support with the key features of language which are necessary for effective participation e.g. key words, certain patterns of grammar, uses of language or forms of text. The pupil will also be identified within the phase documents and discussed individually at the termly progress meeting with the Head Teacher and phase leader. Pupils are taught according to cognitive level and not English language level.

6. Literacy and Numeracy

Classroom activities are carefully structured and focused to take account of the needs of the individual.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff will review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer role models.

7. Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support, immersive reader.
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources as available
- Writing frames, directed activities related to texts (DARTs)
- Opportunities for role play
- Pupils receive regular feedback from staff
- Visual timetable
- Communication board using Communication in Print

- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Where possible, learning progression moves from concrete to abstract
- Access to pre and post learning from EAL support staff to develop an understanding of topic related vocabulary.
- Dual language books
- Communicate in print visual resources

8. Planning, Monitoring and Evaluation

Through our induction questionnaire (Appendix 1), 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;
- The pupils' level of English is identified with reference to the Bell Foundation EAL Assessment Framework and with reference to the National Curriculum.

Staff regularly observe, assess and record information about pupils' developing use of language. The SENCO will assess the child's language skills on arrival and from then on the class teacher will assess using the Bell Foundation EAL Assessment Framework on a termly basis alongside other in school assessment tools. For those children who are New to English, staff monitor but may not assess within the first six months due to respect of the "silent period."

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis and identified within the Pupil progress Meeting document.

9. Induction

On arrival at school, the child and family will be invited to an introduction meeting with our Family Support Worker. The induction questionnaire will be completed in this meeting.

A welcome pack will be given to parents and families at the meeting which will include photographs and all key information that is required such as uniform, times of the day, school lunches, and key staff. Children will start school 2-3 days after this initial induction meeting.

The class teacher will prepare an induction pack for the child with communication forms, an allocated buddy, named locker photographs of key staff and areas within the school.

Within the first week there will be a high level of TA support given to the child to ensure they are feeling safe and are settling into school. They will receive support at playtimes and will be given a buddy system to support them in and out of the classroom. The child will be positioned within the class amongst children who use good levels of English when speaking.

10. Special Educational Needs

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

11. Assessment and Record Keeping

Staff have regular liaison to discuss pupil progress, needs and targets. 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 analyses EAL/Minority Ethnic pupil achievement and regularly evaluates the effectiveness of additional support provided in terms of pupil progress within Pupil Progress Meeting documents.

12. Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility. Displays and resources reflect linguistic and cultural diversity.

A range of resources may be used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

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

13. 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 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 EAL pupils. All parents are encouraged to be involved and participate in the life of the school.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters (where available). If there are any difficulties understanding the written information parents are encouraged to contact the school office for help and support.

14. Staff Development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils 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 pupils.

Working documents

- The Bell Foundation EAL Assessment Framework <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>
- Initial Meeting Document
- Welcome booklet
- Communication board

15. Review and Evaluation of Policy

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

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

EAL Induction Meeting Questionnaire

Name of the child and age:
Name and age of any siblings:
How long have you lived in England?
Can you read English? Would you like letters to be translated?
Do you know any parents and families who are already attend Headlands Primary School?
Where is your home country?
What is yours and your child's first language?
Has your child had any schooling in the past? If yes, for how long? What kind of setting was it?
Can your child read and write?
Does your child know/ use any English words?
Can they read and write in English?
What does your child enjoy?

Do you have any concerns about your child?
Does your child have any concerns about starting school?