English as an Additional Language (EAL) Policy

Approved by:	**Sustainability Committee**
Date:	**March 2025**
Next review due by:	**March 2028**

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of providing love, care and support for all its families, nurturing children as individuals and as learners, so that they are able to become valuable citizens within wider society; preparing children for "life in all its fullness" (John 10:10) and our core values of Love, Respect and Responsibility.
Our catalogue of school policies can be found on our website under the 'Information' tab. In addition, under the 'Our School' tab there are further details setting out St Leonard's ethos, vision and values and the roles and responsibilities of the Head Teacher, Staff and Governors.

English as an Additional Language (EAL) Policy

1.0 GUIDING PRINCIPLES

1.1 Vision and Philosophy:

At St Leonard's CE Primary School our vision is to inspire all children to achieve their full potential. We provide a broad, balanced and relevant curriculum for all children, including those with English as an Additional Language (EAL). It is the aim of the school to provide every child with the best education possible. This policy sets out the school's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of learners with EAL, helping them to fulfil their potential.

All pupils need to feel safe, accepted and valued in order to learn. For pupils with EAL, this includes recognising and valuing their first language and background. As a school, we know that bilingualism is a strength. Our EAL learners make a valuable contribution to the growth of the school, and we want them to feel genuinely included as part of the community.

1.2 Definitions:

The term **EAL** is used when referring to pupils whose first language is not English. The Department for Education (DfE) defines first language as, 'The language to which a child was initially exposed during early development and continues to be exposed in home or in the community'. This means that if a child is an EAL learner when they start school at 4 years old, they will be an EAL learner throughout their education and their life.

Bilingual is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both, or all, of their languages.

Advanced learner of EAL is a term used 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, often born in the UK, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational success. Ref. DfE Guidance (March 2007): Learning and teaching for bilingual children in the primary years: guided sessions to support writing English as an additional language

1.3 Aims and Objectives:

The aims and objectives of this policy and the school's EAL provision are to:

- 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 Race Relations Act

1976 and Equality Act 2010

- Welcome and value the cultural, linguistic and educational skills and experiences that pupils with EAL bring to the school
- Help pupils with EAL to become confident, competent and fluent English speakers, listeners, readers and writers to fulfil their academic potential within an inclusive curriculum
- Encourage and enable parent / carer support in improving children's attainment, by all staff having high aspirations of all learners irrespective of their backgrounds or needs
- Assess the skills and needs of all learners with EAL and give appropriate instruction that allows them to develop knowledge and skills across the curriculum
- Monitor pupils' progress systematically and use attainment and progress data in decisions about classroom management and curriculum planning, so as to raise pupil achievement
- Equip staff with the knowledge, skills and resources to be able to effectively assess, teach, support and monitor pupils with EAL
- Maintain and enhance pupils' self-esteem and confidence by acknowledging and giving status to their skills in their first language(s)
- To help pupils with EAL to make use of their knowledge of other languages in addition to English Overall, our goal is to promote language awareness and raise pupil attainment, progress and achievement.

1.4 Local and School context:

The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in school. According to the Department of Education, in the 2023-24 academic year, approximately 20.8% of all pupils at schools in England did not speak English as a first language. This is compared with 18% in the 2015-16 academic year.

At St Leonard's CE Primary School, currently 51.1% of our pupils on roll have EAL (data as of December 2024). In our community, we support children with a range of first languages.

Our EAL learners come from a variety of backgrounds: some are from well-established communities, while others are new to the language and culture of this country. Some pupils have previous school experience and are literate in their first language on arrival, whereas others may have had no previous formal education. In addition, the pupils on our EAL Register have differing levels of proficiency in English:

- Some pupils are new to English
- Some have developed conversational fluency, but still require support with the more academic demands of the curriculum
- Some have very well-developed skills in listening, speaking, reading and writing in English, and do not require additional support

On entry to St Leonard's CE Primary School, information is gathered about a pupils' linguistic background and competence in language/s – including first language and English – through an initial meeting with parents / carers (where possible) as well as pupil enrolment documentation. We also use The Bell Foundation to ascertain proficiency in English.

We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide the necessary means for them to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

2.0 ROLES AND RESPONSIBILITIES

Provision for children with EAL is the responsibility of the Governing Body, Head Teacher and all staff within St Leonard's CE Primary School. It is a Class Teacher's responsibility to provide appropriate support for children with EAL in their class and to be aware that these needs may be present in different learning situations.

Our teachers carefully consider the needs of all learners in their planning and teaching, including those with EAL. Pupils are taught using a variety of strategies with opportunities to learn independently, as a whole class, in pairs, in groups and through collaborative activities. They are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals. Pupils are encouraged to share languages with their peers.

All staff are responsible for the identification, assessment and provision of targeted support for children with EAL. This is facilitated by the SENDCO and takes place in partnership with parents / carers, support services and other professionals/specialists (as appropriate).

3.0 KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION:

- EAL learners are entitled to the full National Curriculum programmes of study, and their Class Teacher has a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the first languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their first language and use it in the school environment wherever possible and appropriate.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much higher and more complex and can require continuing support.
- Language develops best when used in purposeful contexts across the curriculum within the classroom. Occasionally it may be appropriate for children to be withdrawn to receive focused support.
- The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- Most EAL learners needing additional support do not have Special Educational Needs or Disabilities (SEND). However, should SEND be identified, EAL learners will have equal access to the school's SEND provision.

3.1 Teaching and learning:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area are identified, e.g. key vocabulary, structures and text types.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling and peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames and writing frames.

3.2 Planning, monitoring and evaluation:

- Planning for EAL learners incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

3.3 Assessment and record-keeping:

Where it is felt that factors other than EAL are impacting on learners' progress, further assessment and investigation will be undertaken in order to best support their progress. Progress in the acquisition of English is regularly assessed and monitored through observation, tracking and scrutiny of pupil's work. Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

3.4 Resources:

Where appropriate, EAL learners have access to appropriate materials such as dual language text books, dictionaries and key word lists. We recognise the value of visual support (e.g. websites, DVDs, maps, visual timetables, ICT and story props) and build this into our planning. Whilst our pupils are principally supported through high quality first teaching, one-to-one and small group interventions may also be planned and delivered to ensure the best outcomes for all of our pupils.

4.0 PARENTAL / COMMUNITY INVOLVEMENT:

Staff strive to encourage parental and community involvement by:

- Providing a welcoming environment for newly arrived pupils and their families/carers Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- Celebrating and acknowledging the achievements of EAL learners in the wider community
- Recognising and encouraging the use of first language
- Helping parents/carers understand how they can support their children at home, especially by continuing the development of their first language.

5.0 LINKED POLICIES:

This policy should be read in conjunction with the following policies:

- Accessibility Policy and Plan
- Anti-bullying Policy
- Assessment for Learning Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy