

Wilbraham Primary

English as an Additional Language (EAL) Policy

Reviewed: _____

Signed by:

_____ Head teacher Date: _____

_____ Chair of governors Date: _____

Last updated: 28th September 2023

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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

At Wilbraham, our ultimate intention is to provide a welcoming and supportive environment, in which EAL pupils can access a broad and balanced education which will provide opportunities for their development as successful learners. EAL pupils will experience learning that encourages academic achievement, creativity, resilience, physical and mental well-being in order to promote the development of the whole child. Enjoyment of a wide curriculum in a secure, language rich classroom with quality first teaching will promote achievement, high aspiration and confidence. We want our EAL children to feel safe to take risks and try new things. EAL teaching is based on good teaching. Teachers with a clear understanding of the needs of all of their pupils will use strategies that benefit all children, not only EAL pupils. Lessons where key visuals are used, use of first language encouraged, new vocabulary and stem sentences introduced and contextualised, and collaborative and practical experiences planned for will support EAL pupils. The Metacognitive learning strategies employed throughout the school will also be an essential part of a child's successful language learning. Our EAL pedagogy has evolved from good quality first classroom based practices in conjunction with the development of knowledge gained through theoretical and research perspectives.

EAL children (INA children in particular), their families and staff will have access to the support offered by the school's experienced bilingual EAL trained TAs and EAL co-ordinator, as the school recognises the positive impact on the children of the utilisation of the skills, knowledge and cultural wealth of the community. Individuals or groups of EAL pupils, especially those in the early stages of English acquisition, will access finely tuned, time limited withdrawal teaching in order to support their learning, as a result of EAL monitoring and assessment. Detailed linguistic diagnostic first language analysis will be provided for any individual EAL

child in need of additional support, to enable every EAL child to access effective support be that from within or outside the school.

Wilbraham aims to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

1. Roles and responsibilities

The governing board will have overall responsibility for the implementation of this policy.

The head teacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The EAL lead will be responsible for:

- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.

- Teaching small groups of pupils with EAL and providing classroom support.
- Liaising with teaching staff on support for pupils with EAL.
- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.
- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language national examinations.
- Developing relationships between the school and parents of pupils with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore subjects and through the adjusted use of English or Home Language.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.

The Work of the School's experienced bilingual EAL trained TAs:

- The experienced bilingual EAL trained TAs work within each key stage and alongside the whole staff to create a welcoming environment and ethos that includes establishing strong links with parents/carers and their communities. Having children who speak many different languages enriches our school community. There are currently 40 different languages spoken at Wilbraham Primary School. The main community languages spoken are Urdu, Arabic and Somali and these languages are reflected in the make-up of the school's bilingual EAL trained TAs.

The EAL experienced members of staff:

- A part time Arabic speaking bilingual instructor.
- A part time Arabic speaking teaching assistant.
- A part time Somali and Swahili speaking teaching assistant.
- A part time Urdu speaking teaching assistant.
- A part time teacher.

The support provided by the bilingual experienced EAL trained staff:

- To support teachers in developing a clear understanding of the needs of their EAL pupils we use the expertise of the school's bilingual EAL team in the following ways:
- Understanding progression in additional language learning.

- Monitoring the development of EAL learners and advising on the implication of general EAL assessments.
- Incorporating first language knowledge where available.
- Drawing on pupils` bicultural and bilingual knowledge and experience.
- Assessing children`s understanding and access to curriculum content in first language.
- Using effective withdrawal for specific curriculum purposes of individuals or groups of EAL pupils for finely tuned, time limited withdrawal support.
- Supporting when specific difficulties and misconceptions arise.
- Providing detailed linguistic diagnostic analysis.
- Working with parents/guardians to ensure a smooth transition into school, building relationships with families to find out details about the children`s past school experiences, their preferred methods of learning, their previous exposure to English, and any traumatic experiences that the children/families might have had.
- Support is offered at a range of levels and individual needs are taken into account. It is important to us that we support children who are new to English, but some of those who are more advanced EAL learners, but may need extra support to fully access the curriculum.
- Work with International New Arrivals: For pupils who are new to the UK, the EAL trained staff carry out initial assessments to decide how best to support the children. Children and their families are introduced to the members of the team who will be supporting them. The staff are both concerned with developing a child`s sense of well-being and developing the child`s acquisition of English. The EAL team are also able to support parents by interpreting for them during school meetings.
- There is a small, resourced EAL area where children can come to work, however New to English pupils will spend almost all of their time in class.

The whole school staff at Wilbraham work hard to ensure that children feel well supported, enjoy learning English and feel increasingly more confident in their use of English and ability to access the curriculum.

2. Support

Where a pupil with EAL is assessed as having little to no English in KS1 or KS2, support will be provided in the form of time limited Basic English sessions. These sessions will focus on practical, everyday English. Dependant on pupils` progress, these sessions will take place for varying amounts of time. New to English pupils will mainly be immersed in the language and teaching routine of the classroom and will not be withdrawn from PE, art and maths classes in particular.

The Stages of English Acquisition:

•Our EAL practice is informed and staff are aware of the basics of the stages of English Acquisition:

- Active Listening Phase
- BICs (Basic Interpersonal Communicative Skills)
- CALP (Cognitive Academic Language Proficiency)
- Children are supported by the whole school staff at all of these stages. Research informs us that children new to English embark on a journey that may take 7 years or more to become monolingual English speaking peer equivalent. In-class support and small group work will be provided by class and year group TAs.

Other methods of support that the school will provide, includes:

- **Bilingual first language support, if available**
- **Welfare Team support for newly arrived families**
- **Referral of parents to local Talk English classes, if appropriate**
- **SEND support if additional needs are identified**

3. Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

4. Initial assessments

When pupils first join the school, they will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.

The assessment will be carried out using the form provided in [Appendix 1](#).

Initial assessments are carried out by the EAL lead, and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessment at any time.

5. Classroom practice

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a mathematical function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays can reflect cultural and linguistic diversity.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid pupils with EAL and dual language books are available and used where possible.

Pre teaching sessions are used to familiarise pupils with new vocabulary.

Metacognition

•Cognitive strategies are used by EAL pupils to achieve a particular goal (e.g., learning a new word) and we can then build upon this with metacognitive strategies to ensure that the goal has been reached (e.g., the pupil quizzing herself in order to see if she has learned the word).

- Metacognitive learning strategies employed throughout the school are also essential for successful language learning. By enabling EAL students to become more aware of their own learning strategies, to self-regulate their own learning and become more autonomous, effective learners.

- Overviewing and connecting already known material, paying attention, organizing, setting goals and objectives, planning for a language task, looking for practice opportunities, self-monitoring and self-evaluating support learning a new language so effectively. For example:

- Encouraging pupils to be aware of the words they are learning and if they can transfer them into other contexts.

- Talking to pupils about how and when they pick up words, so that they are aware when they are doing just that.

- At Wilbraham, our ultimate intention is to enable our EAL children to develop their knowledge and belief in their own abilities as learners.

6. Access to the curriculum

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available.

7. Working with parents

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in emails to parents is clear and straightforward and that parents can access digital translation platforms if necessary.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

8. Pupils with SEND

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

9. Monitoring and review

The headteacher will review this policy on an **annual** basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

The next scheduled review date is **date**.

First Language Assessment Form

Pupil's name	
Assessed by	
Language	
Date	

Is the pupil's social/linguistic behaviour age-appropriate?	Y/N
Does the pupil understand a range of questions, instructions and a story, told in their first language?	Y/N
Is the pupil's speech clearly articulated?	Y/N
Is the pupil able to speak accurately at a social level?	Y/N
Is the pupil's vocabulary appropriate/sophisticated/limited?	Y/N

Does the pupil use correct grammatical structures?	Y/N
Can the pupil talk about the past, present and future using correct verbal forms?	Y/N
Do you have any concerns?	Y/N
Do you have any comments regarding the pupil's social interaction with you during the assessment?	Y/N
Can the pupil read and write in their first language?	Y/N
Can the pupil complete age-appropriate mathematics tasks with limited language context?	Y/N