



**ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

**(Non-Statutory Policy)**

**(Standards Committee)**

(Approval by Standards Committee – 3 Year Review Cycle)

<b>Date to be implemented from:</b>	18 <sup>th</sup> March 2021
<b>Date to be reviewed by:</b>	18 <sup>th</sup> March 2024
<b>Date Reviewed by Sub Committee:</b>	2 <sup>nd</sup> March 2021

**Approved by:**

Signed: ..... (Chair – Standards Committee)

(Print Name) .....

Date .....

***This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.***

***This Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.***

**1 Policy Statement**

1.1 St Andrew’s School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect.

1.2 St Andrew’s School will meet its requirement to address language needs as part of our Equalities provision and meet any other legislation or requirements to ensure an effective, diverse environment for pupils, staff, parents/carers and visitors.

1.3 The Policy will be readily accessible within the School on the Website and in hard copy on demand.



## **2 Reviewing the Policy**

2.1 Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular review on an annual basis to ensure it is fit for purpose.

## **3 School Vision**

3.1 Our vision is to become an outstanding School within a loving, Christian community.

3.2 Our parents/carers, children and staff will work together to enable all children to:

- achieve their potential
- learn in a safe, stimulating environment
- enjoy learning now and in the future

## **4 Purpose of Policy**

4.1 At St Andrew's, we believe all pupils, regardless of ethnic, linguistic and cultural backgrounds, should enjoy and achieve by having equal access to a creative, broad and balanced curriculum.

4.2 We view bilingualism as an asset and respect that a child's first language has a continuing and significant role in shaping their identity and in their pathway to learning, including the acquisition of additional languages.

4.3 Children who are learning English as an additional language have skills and knowledge about language comparable with monolingual English-speaking pupils. We recognise that their ability to participate in the full curriculum may be in advance of their communicative skills in English.

4.4 This policy supports our desire to meet the specific needs of any pupil to reach the highest achievement and to enable all individuals to fulfil their role and as pupil, member of staff, parent/carer, Governor to the best of their ability. Visitors to the School are covered by our wish to enable everyone to access and feel welcomed by our School community.



## **5 Aim of Policy**

5.1 This EAL Policy provides a framework that translates the values and aims of the School into effective procedures to enable each child to reach their potential.

5.2 St Andrews is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of ethnic minority pupils who are at risk from under-achievement.

5.3 This Policy supports the expectation that we will adopt strategies to promote equality of opportunity regardless of whatever their home language is. This Policy is to help ensure that we meet the full range of needs of those children who have EAL needs, in line with the requirements of the Equalities Act 2010.

5.4 This Policy commits to the delivery of high-quality learning opportunities and provision of care for every member of our School community. The School will identify individual pupil's needs, recognise the skills they bring to School and ensure equality of access to the curriculum.

5.5 We encourage participation by all pupils in all aspects of School life and will integrate those pupils with early-stage development of EAL into all the aspects of School life.

5.6 We will ensure that our Curriculum is accessible to those with EAL needs. Our aim is to ensure that pupils develop the competence to use English confidently as a means of learning across the range of curriculum areas.

## **6 Definitions**

6.1 EAL learners are a very significant and diverse group. The government definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'.

This includes, for example:

- new arrivals from abroad who speak little or no English
- children from other countries who are in the UK for a limited time



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- children born in the UK and speak English most of the time at home and School but who also speak another language to extended family members.

6.2 We recognise that there will be differences in the experiences between those who are bilingual and were brought up in the UK and those from abroad. Children may:

- have migrated voluntarily with family for economic reasons, to work or study in the UK
- be asylum seekers and witnessed traumatic events
- have lost parents/family and are now looked after
- have additional health or mental health issues
- have already had a high level of education in their own country or have had little or interrupted schooling
- speak and write several languages or be illiterate in their own first language
- be gifted and talented or have additional or SEND needs
- come from wide range of ethnic, cultural and faiths and socio-economic status
- have a wide experience of the UK or have no experience and knowledge about life in the UK

6.3 We recognise the implications of the findings by Ofsted that 'it takes on average five to seven years to become fully competent in a second language, although individuals will vary in the speed with which they acquire this competence. Fluency in spoken English is usually achieved within two years but the ability to read and understand more complex texts containing unfamiliar cultural references and write the academic language needed for success in examinations takes much longer.'

## 7 Underpinning Principles

7.1 We will ensure that being a speaker of more than one language is no disadvantage to educational achievement - indeed we recognise the link between multilingualism and success. We recognise the importance of community languages in their own right and the ability of their speakers to acquire other languages.

7.2 We base our Curriculum on the EYFS and the NC. Children with EAL do not produce separate work.

7.3 We are an inclusive School and aim for the majority of learning to be within a whole class setting. We do not generally withdraw children from lessons to receive EAL support, however, if deemed necessary (eg. a new arrival who speaks/understands no English) there may be provision for of 1:1 focused or in small age-appropriate support groups with an EAL Teaching Assistant.



## 8 Procedures

8.1 Pupils with EAL who are new to our School are assigned a classroom 'buddy' on first entry, preferably with the same first language where possible and through the use of clearly differentiated work which reflects what a child can already do and how to give further challenges for each individual.

8.2 Children at an early stage of English learning are given opportunities to work in small age-appropriate groupings with an EAL Teaching Assistant to support and enhance the classroom curriculum

8.3 In the Foundation Stage, we provide opportunities for all children to develop their language by:

- valuing their home language(s) as well as English
- building on their experience of acquiring language at home
- providing a range of opportunities for them to engage in English speaking and listening
- providing bilingual support to extend vocabulary where possible
- directing pupils to a variety of writing in the children's home languages and English

8.4 **All staff** will:

- value and respect the cultural and linguistic identities of all children and use these to enrich the learning of all children
- Promote a learning environment where pupils feel secure enough to use their newly acquired language skills
- Acknowledge the importance of a child's home language(s) and cultural background
- work positively to encourage EAL pupils feel part of the School
- ensure that all children treat peers or any person with EAL with respect
- work tirelessly to ensure that EAL pupils are included by their peers in all parts of School life
- ensure their teaching is inclusive
- ensure the classroom display provides a positive image of EAL learners
- ensure the content of their lessons caters for any child with EAL
- Ensure groupings for EAL pupils provide opportunities to hear and participate with fluent and high achieving English speakers
- develop the oral and literacy skills of EAL learners so that they can understand and use English confidently and competently across the Curriculum and maximise their potential in all areas of School life by:



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- explaining how spoken and written English have different usages for different purposes
- encouraging the study of and comparisons between languages in order to relate one language to another
- providing a range of reading materials, to exemplify the different ways in which English is used
- planning appropriate opportunities for talking and using talking to support writing
- ensuring that vocabulary work covers the technical as well as the everyday meaning
- give opportunities to use formal written and spoken English as well as colloquial English
- covering not just key words but also metaphors and idioms
- using texts and materials that are age-appropriate and learning stage appropriate
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses
- make ongoing assessments and keep a record of progress
- encourage and support the involvement of parents/carers in their children's education
- using the home or first language when/if appropriate

### 8.5 The **School Leadership** will:

#### *Headteacher*

- Ensure the School environment welcomes pupils and parents/carers of families with different languages
- Ensure staff are appraised of learning needs and any additional background information that may present a challenge for the pupil's learning
- Ensure there is an accessible Admission and induction system for newly arrived children to ensure equality of curriculum access and opportunity
- Ensure the Inclusion Leader is involved with the Admissions Application of a child with EAL
- Ensure that partnerships with parents/carers are made to enable EAL children to achieve their potential
- Liaise with LA and external with professional agencies offering support for EAL
- Employ statutory assessment arrangements of the NC that allow Schools to make access arrangements for children who are learning English as an additional language
- Provide a programme of staff development to meet the needs of pupils with EAL
- Ensure adequate resources and support are allocated
- Ensure pupils, staff, parents/carers and Governors all understand this Policy and its implications
- Monitor and evaluate this Policy at regular intervals



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### *Governance*

- Ensure that Admissions arrangements do not disadvantage unfairly, or discriminate against a child with EAL
- Ensure the Curriculum allows for the participation of EAL pupils
- Ensure there are strategies for supporting pupils beyond the early stages of language acquisition and targeted support for EAL pupils
- Ensure Inclusion reports include EAL and determine if there any gaps in the performance of children from particular ethnic or language groups and challenge the School to provide strategies to improve achievement



## 9 Sources of further information and support

Attainment with EAL – Gov.UK

<https://www.gov.uk/government/publications/attainment-of-pupils-with-english-as-an-additional-language>

English proficiency: pupils with English as additional language - DfE

<https://www.gov.uk/government/publications/english-proficiency-pupils-with-english-as-additional-language>

EAL learners in the UK - National Association for Language Development in the Curriculum

<https://naldic.org.uk/the-eal-learner/eal-learners-uk/>

EAL resources – Fun2Think

<http://fun2think.com/teacher-training/eal-teacher-resources/>

Helping children and families use English as an additional language – OfSTED Archive

<https://www.gov.uk/government/publications/helping-children-and-families-use-english-as-an-additional-language>



