Caring **A**chieving **R**espectful **E**xciting

EAL Policy

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Policy Approved:	**S Priestland**	**Date: 16.06.16**
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Intent

Hardwick Primary School is committed to the needs of students with English as an Additional Language.

Whilst being clear that EAL is not SEN ('special need') or a 'learning difficulty', the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore, we will endeavour at all times to:
- Ensure EAL students have full access to the curriculum (and other school opportunities)
- Be proactive in removing barriers that stand in the way of our EAL students fulfilling their potential
- Provide EAL students – particularly those who are International New Arrivals-with a safe and welcoming environment where they are accepted, valued and encouraged to participate.

Terminology

EAL is an umbrella term that refers to students learning English as an additional or second language. Within this, there is a sub-group of students, we term as *International New Arrivals* **(INA**). This refers specifically to students who have entered the UK, from abroad. Due to the context of our school, we identify an additional and more vulnerable sub-group that we refer to as *New to English* **(NTE**). This refers specifically to students who have entered the UK within the past two years and do not speak English. The school refers to students who have been learning English for more than two years as *New to English+* (**NtE+).**

There are also a number of terms that can be useful when describing the background of EAL students:

> ➢ **First generation**: they were born in another country and have since resettled in the UK with their family
> ➢ **Second or third generation**: they were born in the UK into a migrant or 'dual heritage' family
> ➢ **Migrant worker**: those who have moved for economic betterment
> ➢ **Asylum seeker/refugee**: those who have moved to escape famine, persecution and other tragic events

Context

Currently, 95% of students at Hardwick Primary School are identified as EAL and speak a language other than English as their first or 'common' language.

A variety of first languages, other than English, are spoken by students in our school, including Slovak, Roma, Czech, Bengali and Kurdish. Urdu and Punjabi are the most common languages.

Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to raise economic prospects, the fulfilment of academic potential and the inclusion into daily life in the local community and wider public society. At Hardwick Primary, we recognise:

- EAL students will take approximately 5-7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion, not segregated integration.
- EAL students have a temporary additional need which is language acquisition – it is separate and distinct from typical additional needs but with cross-over points. EAL students are not automatically SEN and should not be labelled or treated in this way. 𝖺 EAL students are not automatically 'lower ability' and should not be labelled or treated in this way.
- EAL students will have potential strengths as well as additional needs.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. Currently, the designated EAL Leader oversees the development and day-to-day coordination of EAL provision. Responsibilities of the designated EAL Leader include:

- Identifying EAL students, with support of the Staff Team.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Responding to requests for information about EAL students.
- Ensuring that EAL students are integrated into classes and have full access to the curriculum

The EAL Leader will:

- Maximise opportunities for in-service training and staff CPD.
- Support in areas of the school where the pupils' needs are the greatest.
- Keep abreast of educational guidance on EAL issues.
- Co-ordinate the monitoring and reporting on all EAL pupils' language and academic progress.
- Be aware of SIMs register of EAL students to ensure needs are met.

The school recognises that EAL students, who are new to English and to the UK, may need additional support. The school has a full-time EAL/Languages Support Higher Level Teaching Assistant to support the teaching and learning of early language (speaking, listening, reading and writing) and phonics, based in KS2.

Implementation

In our school the teaching and learning, achievements, attitudes and wellbeing of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking into account each child's life experiences and needs.

Teachers take action to raise the attainment of pupils with EAL by:

- Giving pupils full access to all areas of the curriculum.
- Providing pupils opportunities to carry out activities alongside good models of English.
- Extending pupils knowledge and use of English.
- Providing additional in-class and withdrawal support for pupils according to their individual needs.
- Developing an understanding of and valuing pupils' home languages.
- Using visual and auditory resources.
- Assessing pupils with EAL to establish their needs and progress.
- Liaising with SEND colleagues to help identify pupils who may have additional SEND.
- Being aware of the difference between social language skills and those specific to academic achievement.

Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development – as well as teaching our subject.

Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length, systems and approaches to teaching and learning. To be successful, we will have to coach students in how to learn – as well as teaching our children our subjects.

Potentially, every teacher will encounter students who have moved countries and are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups –as well as teaching our subject.

We aim to make an early informed decision about timetable content before a student starts at school, and will maintain it unless we discover the student is seriously misplaced. Without exception we recognise that EAL students:
- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in teaching groups in line with their intellectual/cognitive abilities first, language and literacy skills second.
- Are not automatically placed with Learning Support/SEN students
- Are not placed in teaching groups based on one standalone test/assessment.

Resources
A range of resources are available to support students' English language skills including key word lists, visual cues and language and literacy interventions. Staff have access to *Communication in Print*. The school promotes *Communication Friendly* spaces. Learning spaces are de-cluttered, accessible and labelled. Learning environments promote talk through questions and displays are interactive to promote dialogue (teacher to pupil, pupil to pupil). Bilingual books are available (where students are literate in first language) and students have

access to a wide range of fiction and non-fiction books that are phonetically decodable and/or language rich.

Special Educational Needs
The school recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessments, EAL students will have equal access to appropriate provision in line with the *SEN Policy.*

Similarly, the school recognises that there may be EAL students who are working at a high level of attainment even though they may not be fully fluent in English.

Admissions and Identification
The school recognises that background information on EAL students can often contain gaps and be inconsistent. It can also be a sensitive issue for some families. However, the building up of 'learner profiles' on EAL students' linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.

Induction procedures will be conducted in a sensitive manner, led by the admissions team, under the supervision and guidance of the EAL Leader. Where needed, the school will use translators through the NCAT (New Communities Achievement Team). Parents are asked to inform the school of any language needs their child may have on entry to school. In addition to this, the EAL Leader will liaise with colleagues to identify and assess pupils' language acquisition and attainment within the national curriculum.

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows when to seek advice and support to overcome these.

Strategies are in place to welcome parents into school:
- To support the communication and involvement of parents in their children's learning, visual strategies will be used to help present key information to parents e.g., photos of clocks showing the school day, photos to explain school uniform.
- The school work closely with NCAT to support our children and families. A member of the team is present at school from Monday to Thursday.
- Translators will be used for Parents Evening through NCAT.
- Parents are invited into classes termly to spend time with their child.

Assessment
Hardwick Primary School follows the same effective assessment procedures for EAL students as it does for all pupils (see *Assessment Policy*). The school recognises that all pupils learning English as an additional language – whether they are young children, late arrivals encountering English for the first time, or pupils whose home language is not English but have grown up in England have to know and be able to use:
- the sounds of English;

- it's grammatical structures and conventions;
- the meaning of words and phrases;
- contextual understandings, including non-verbal features.

They also have to learn to integrate the four language modes – speaking, listening, reading and writing-and cannot rely on only one.

The school promotes quality talk and language-rich environments in all areas of teaching and learning. The school recognises that some EAL pupils, particularly those that are International New Arrivals and New to English, will need time to accomplish the key fundamentals in English speaking, listening, reading, and writing. In order to ensure high-quality teaching and learning that underpins Early English skills, the school uses the Bell Foundation to plan for NtE pupils. The child will then progress to the National Curriculum. School data will include relevant information on EAL students and this will enable the school to monitor progress and action targets.

On entry into school, the EAL Language and Phonics Support Higher Level Teaching Assistant, under the supervision and guidance of the EAL Leader, will carry out an initial baseline assessment for all New to English pupils in KS1 and KS2 to help map out accurate assessment provision.

CPD

The school will ensure that all staff are provided with annual access to CPD sessions focused on supporting EAL across the curriculum. These will be coordinated and delivered primarily by the EAL/English Leader or EAL Language and Phonics Support Higher Level Teaching Assistant

The school will ensure that staff carrying out specific EAL roles access appropriate CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management, Pupil Progress and SLT Meetings.