



## **Abbey CofE Infant School and Nursery**

### **EAL Policy**

#### **Introduction**

In Abbey C of E Infant School and Nursery the teaching and learning, achievement, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

#### **Aims and Objectives**

Abbey C of E Infant School and Nursery is a fully inclusive school and acknowledges, values and respects the diverse background of our children and their families. We understand that all children have an entitlement to participate in the National Curriculum with appropriate resources and differentiation.

All staff are committed to supporting children who have E.A.L. to overcome potential barriers to learning and achievement, so that they are able to reach their full potential. We realise the distinctiveness of E.A.L. and the many variables that make each child an individual.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This policy is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2000.

#### **Key Principles of Additional Language Acquisition**

- Pupils with EAL are entitled to the full National Curriculum Programmes of study and all their teachers have 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 home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language. School language and culture links should be encouraged wherever possible.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- 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 deeper and more detailed, and can require continuing support from 5 to 7 years or longer in some cases (Cummins, 1980 ref BICS & CALP).
- Language develops best when used in purposeful contexts across the curriculum with a communicative approach to lesson delivery including plenty of opportunities for collaborative tasks with good language model peers.
- The language demands of learning tasks need to be identified and included in planning.
- ALL school staff play a crucial role in modelling uses of language.

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- A clear distinction should be made between EAL and Special Educational Needs.

What We Do	Why We Do It	How We Do It	Expected Impact/Outcomes
<p>Induction for International New Arrivals (INAs)</p> <p>(See Appendix)</p>	<ul style="list-style-type: none"> <li>• To gain a holistic picture of the child and their family.</li> <li>• To inform the assessment process.</li> <li>• To inform recommendations for appropriate provision</li> <li>• To settle and welcome the child and family.</li> <li>• To set up a communication plan between home and school.</li> <li>• To inform parents about the English Education System and give family guidance on how best to support their child's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial parental meetings with EAL Coordinator / Class teacher with support from Ethnic Minority Traveller Achievement (EMTAS) Service where appropriate.</li> <li>• Tour of the school</li> <li>• Initial background information on child is given to class teacher at the earliest opportunity.</li> <li>• We recognise that some early bilingual new arrivals may be undergoing symptoms of culture shock and may go through an extended 'silent period'. We recognise that this is a natural part of acculturation and the language learning process.</li> <li>• Parents are given a factsheet indicating best ways of supporting their child's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will have a better understanding of the school system and how best to support their child's learning.</li> <li>• Individual pupil needs are identified.</li> <li>• Appropriate support/intervention organised for pupil.</li> <li>• Appropriate materials are gathered and used by teaching staff</li> <li>• Teachers have a more holistic picture of the pupil and are better able to establish a rapport that enables language learning.</li> <li>• Early bilinguals feel settled quickly and are motivated to learn in a stress free environment</li> </ul>
<p>Teaching and Learning meets the needs of both INAs and advanced EAL learners</p>	<ul style="list-style-type: none"> <li>• To ensure that we meet the full range of needs of those children who are learning English as an additional language.</li> <li>• To ensure that all EAL learners have full access to the National Curriculum.</li> <li>• To ensure that EAL learners have the opportunity to develop knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens (see Equal Opportunities Policy).</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom activities have clear language and learning objectives and use appropriate materials and support to enable pupils to participate and make progress in lessons.</li> <li>• Communication Friendly Environments encouraged and developed.</li> <li>• The curriculum vocabulary for tasks are identified and included in mainstream planning.</li> <li>• Learning objectives are achievable.</li> <li>• Pupils with EAL placed in appropriate groupings and work is cognitively challenging.</li> <li>• EAL pupil is seated next to peers with good model English.</li> <li>• Hands on, practical, kinaesthetic activities with 'talking through the action' strategy</li> <li>• Enhanced opportunities are provided for speaking and listening to a range of audiences e.g. teacher-pupil, peer to peer (Talking Partners), pre-teaching/consolidation work with support staff etc.</li> <li>• Additional visual support is provided, e.g. Communication in Print 3</li> <li>• Additional verbal support is provided e.g. repetition,</li> </ul>	<ul style="list-style-type: none"> <li>• Provision is tailored to meet the needs of individual EAL learners and all children make progress to their full potential.</li> <li>• Appropriate scaffolding resources and strategies are in place so pupils can access curriculum content.</li> <li>• EAL pupils develop better learner autonomy through pupil centred approaches.</li> <li>• Increased classroom interaction develops language skills for all pupils.</li> </ul>

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		<ul style="list-style-type: none"> <li>modelling, speaking slowly, mental rehearsal time</li> <li>Collaborative activities that involve purposeful talk and support active participation (Vygotsky Theory).</li> <li>Scaffolding is provided for language learning linked to writing e.g talk frames, writing frames, Sentence construction - substitution activities.</li> </ul>	
Assessment and Monitoring of provision for EAL learners	<ul style="list-style-type: none"> <li>To ensure that EAL learners are making expected levels of progress and that provision and intervention put in place is having an impact.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline/Initial Language Assessments</li> <li>Regular monitoring using the EAL Proficiency Scale monitoring sheets in the early stages of language learning to check provision/intervention is working</li> <li>Individual Language Plans - ILP's used for specific language/grammar learning targets that reflect language required in the mainstream classroom</li> <li>Where possible link language to curriculum targets – mainstream classroom and intervention</li> <li>Curriculum topics and vocabulary shared with parents who can cover key concepts in the first language</li> <li>Language targets shared with parents who are good model speakers of English and can support language learning at home</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment in place to measure EAL progress termly and measure EAL progress relative to other EAL pupils</li> <li>All EAL learners make expected levels of progress.</li> <li>Where an EAL learner is not making expected levels of progress a further investigation is required involving SENCO with support from Ethnic Minority Traveller Achievement (EMTAS) Service where appropriate.</li> <li>.Parents are engaged and involved with their child's education</li> </ul>
Effective Inclusion and Home School Links	<ul style="list-style-type: none"> <li>All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home background. As a school we are aware that bilingualism is a strength and that EAL pupils and families have a valuable contribution to make.</li> </ul>	<ul style="list-style-type: none"> <li>SENCO / EAL coordinator to signpost community groups</li> <li>Teacher to talk to the class about the new child's country of origin. Help other children to understand the needs of the INA and that their language is as valuable as English (PSHE)</li> <li>Teacher to teach class a key word (i.e greeting) in the language of the INA.</li> <li>EAL Coordinator as key people in school for EAL families.</li> <li>Displays within school reflect ethnic and language diversity</li> <li>Dedicated Learning Hub that can also act as safe-haven for EAL pupils/INAs</li> <li>Multi-cultural festivals celebrated within school</li> <li>Parents are invited in to assemblies and celebrations</li> <li>Translations on Class Dojo</li> <li>Multi-agency work involving EMTAS/FIS/IDS particularly when interpreters are needed</li> </ul>	<ul style="list-style-type: none"> <li>School ethos conveys an additive approach to language learning where all languages are seen as equally valid and important</li> <li>Parents feel welcomed and are more confident to approach school</li> <li>All children value different cultures and different languages and these are actively celebrated within school.</li> <li>All EAL pupils feel valued and have high self esteem</li> <li>EAL pupils learning of English is accelerated because they are more willing to 'try out' language (inter-language phase).</li> <li>All pupils and teachers are more culturally and linguistically aware (links to Global Citizenship).</li> </ul>
EAL Resources	<ul style="list-style-type: none"> <li>To support teaching and learning and inclusion within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>List of useful websites that support language learning</li> </ul>	<ul style="list-style-type: none"> <li>EAL coordinator has a list of resources and languages shared in school to support home-school</li> </ul>

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	<ul style="list-style-type: none"><li>• To ensure that needs of all EAL learners are met using appropriate resources</li></ul>	<ul style="list-style-type: none"><li>• Racing to English resource used in interventions and as a home learning resource.</li><li>• Flash cards and visual timetables</li><li>• First language display cards – i.e. days of the week, key words and phrases</li><li>• Online translation packages such as Google Translate are used in lessons.</li></ul>	<p>communication.</p> <ul style="list-style-type: none"><li>• Teachers know where to access EAL resources and use to scaffold language in lessons effectively.</li><li>• Bank of activities/ideas/resources that support language in curriculum learning</li></ul>
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