Mount Primary School
English as an Additional Language (EAL) Policy

Approved by:	FGB	**Date:** June 2025
Last reviewed on:	1/6/25	
Next review due by:	1/6/26	

Introduction

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All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language (EAL), this includes recognising and valuing their home language and background. A child is identified as having English as an additional language if they are exposed to language(s) other than English or alongside English in their home. As a school, we recognise that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, celebrating diversity, emphasising common values, and challenging prejudice. (Refer to school Equalities Policy)

You can find our Equality Policy on our school website: https://www.mount.wirral.sch.uk/page/policies/86939

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Wirral Context

- Some children come from homes where more than one language is spoken to them.
- On the Wirral, EAL pupils come from a variety of backgrounds. Some are from well-established communities such as Bangladeshi and Chinese, while others are new to the language and culture of this country.
- EAL pupils can be isolated learners and may be the only speaker of their language in their class or school.
- Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.
- A few of our pupils may have experienced trauma and this will have an impact on their learning.
- There are currently more than seventy languages spoken in Wirral schools.

Context of school

At our school there are currently 17 pupils who are identified as EAL learners. Languages spoken include: Abkhazian, Chinese, Farsi, Georgian, Himachali, Hindi, Kurdish, Mandarin, Pahari, Persian, Putonghua, Romani, Ukranian,

Information is gathered about:
- pupils' linguistic background and language/s competence
- pupils' previous educational experience
- pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL. Currently this is Mrs. Rachel Sexton-Perinkadakatt. Mrs. Rachel Sexton-Perinkadakatt is also the Assistant Headteacher and SENDCo at Mount Primary School.

Key Principles of additional language acquisition

- EAL pupils are entitled to access the full curriculum, and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to the words and meanings required for 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 and use in the school environment wherever possible.
- 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 for up to seven years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling correct uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs and / or Disabilities.

Assessment

- All EAL pupils are entitled to assessments as required.
- The Minority Ethnic Achievement Service (MEAS) may be requested to visit school to complete assessments of newly arrived pupils or of more advanced learners who are not achieving age related expectations.
- Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the Wirral Profiles for Pupils who have English as an Additional Language.
- Staff should have regular liaison time to discuss pupil progress, needs and targets.
- All assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity are given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

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- Planning for EAL pupils incorporates both curriculum and language 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.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable EAL pupils to participate in lessons.
- Key language features of each curriculum area, such as key vocabulary, grammar and forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use is 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, graphic organisers, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. pre-teaching vocabulary, repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk, which 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, such as talk frames and writing frames.

Materials

Our school provides appropriate materials, such as dual language books (which can be loaned from School Library Service if necessary), EALIP, bilingual dictionaries and key word lists. ICT, films, maps, and story props also give crucial support.

Special Educational Needs and Gifted and Talented Pupils

- As a school, we are mindful to differentiate between SEND and EAL.
- Should SEND be identified, EAL pupils have equal access to school's SEND provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process 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 pupils in the wider community.
- recognising and encouraging the use of first language(s).
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Further information, advice and resources can be obtained from:

Minority Ethnic Achievement Service
Mallory Building
2 Alice Ker Square
Grange Road
Birkenhead
CH41 2AB
Email: meas@wirral.gov.uk