

English as an Additional Language (EAL) Policy



Thorn Grove Primary School

Together we nurture curious, respectful, aspirational individuals

Approved by Governing Body on:	14 May 2025
<i>L.Vose</i> Headteacher	<i>T.Buckley</i> Chair of Governors
Next review due by:	May 2027

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Introduction/Mission statement

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

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 language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

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.

Context of school

Thorn Grove Primary School is a very open and inclusive school. At our school there are 85 pupils who are learning English as an additional Language starting at our nursery provision through to upper key stage 2 classes, which is currently 33% of our pupils on roll.

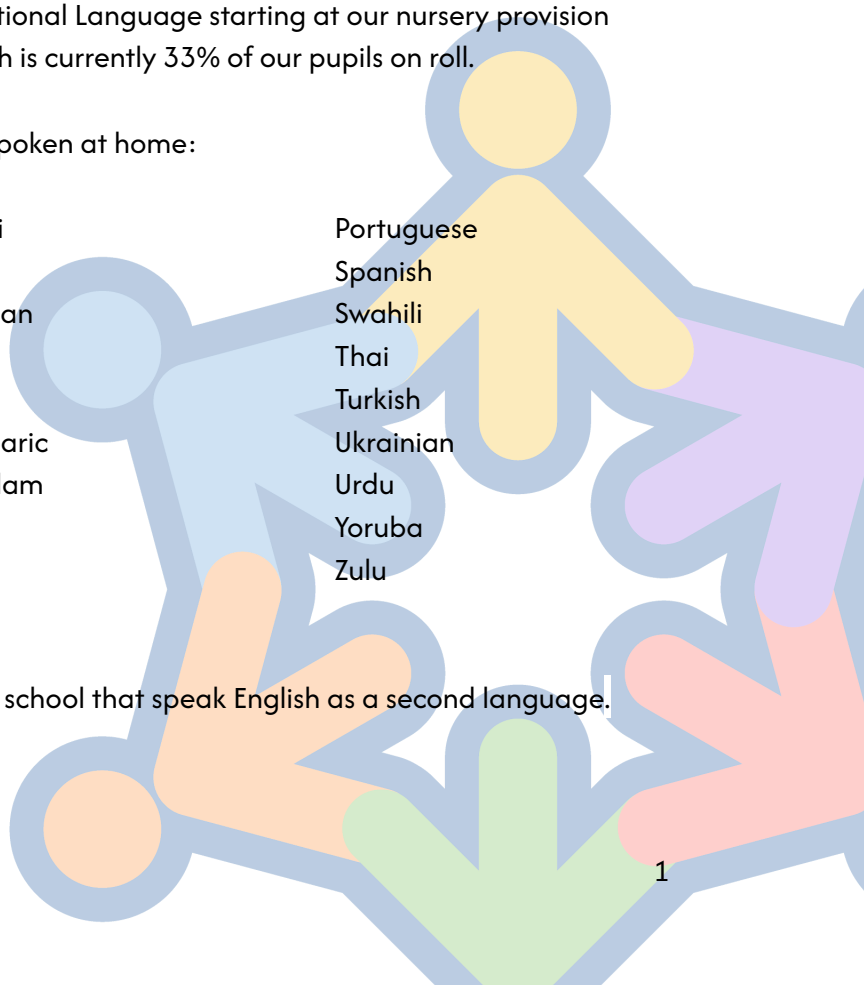
We currently have 27 different language spoken at home:

Arabic
Bemba
Bulgarian
British Sign Language (BSL)
Chinese
Cantonese- highest number (35 children)
French
German

Gujarati
Hindi
Hungarian
Italian
Kurdish
Maharbaric
Malayalam
Panjabi
Persian
Polish

Portuguese
Spanish
Swahili
Thai
Turkish
Ukrainian
Urdu
Yoruba
Zulu

We are also proud to have staff working in school that speak English as a second language.



Information is gathered about:

- pupils' linguistic background and competence in other language/s
- pupil ability in reading , writing and oracy in home language
- pupils' previous educational experience
- pupils' family and biographical background
- Pupil's SEND needs - if known
- Pupil's hobbies and interests outside of school
- parent's ability in reading , writing and oracy in home language

A member of staff is nominated to have responsibility for EAL. Currently this is Kathryn Docherty. Kathryn will identify whether children are identified as;

- International New Arrivals
- Working towards BICS - fully competent with Basic Interpersonal Communication Skills
- Working towards CALP's - Cognitive and Academic Language Proficiency
- Advanced Bilingual Learners

Role of the EAL co-ordinator

- Ensure induction process for new arrivals is in place and followed
- Identify opportunities to celebrate the diversity of languages spoken across the school
- Oversee initial assessment of pupils' standard of English as necessary
- Create and keep up to date the EAL tracker, identifying which children, the languages spoken and their level of need, as well as gathering progress data to ensure language is not a barrier to learning.
- Give guidance and support to class teachers to set targets and plan appropriate work
- Attend EAL Networks
- Monitor standards of teaching and learning of pupils with EAL
- Monitor progress and identify learning difficulties that may be masked by EAL
- Liaise with SENCO if necessary
- Keep up to date with EAL strategies and issues
- Arrange for translations as needed
- Ensure resources and displays reflect the cultural diversity of the school

Key Principles of additional language acquisition

- EAL pupils 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.

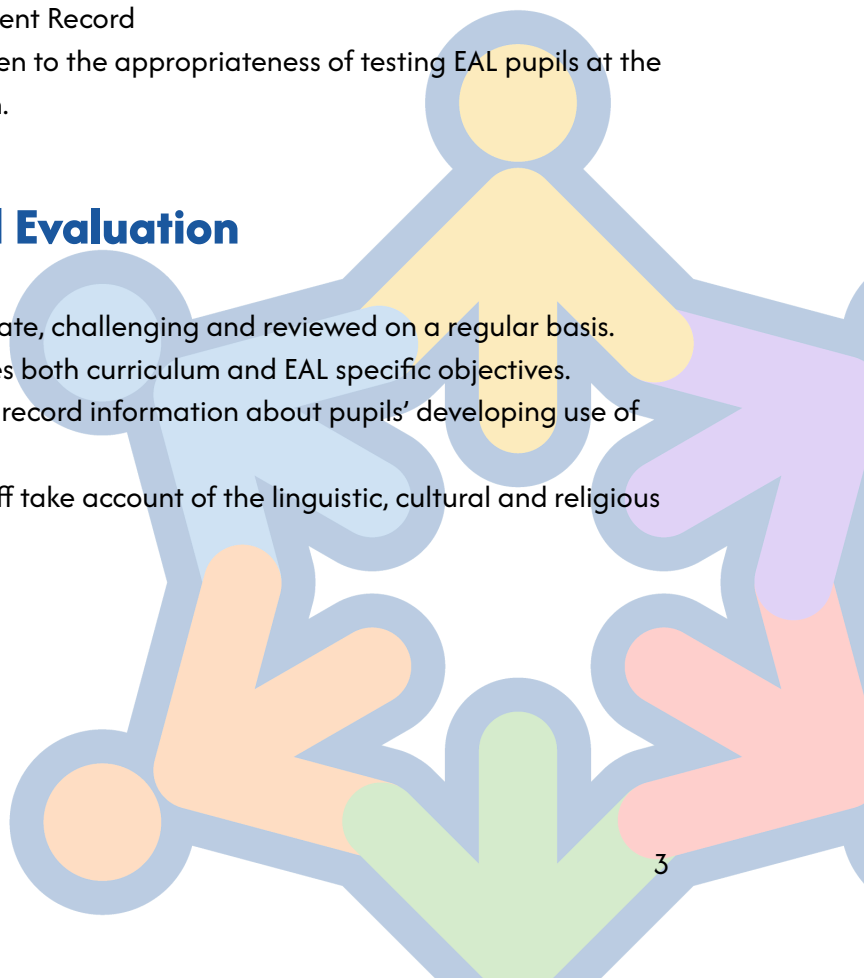
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on 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 ten 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 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.

Assessment

- We use the NASSEA (The Northern Association of Support Services for Equality and Achievement) assessment framework to assess all of our EAL pupils.
- All EAL pupils are entitled to assessments as required.
- The Ethnic Diversity Service (EDS) may be requested to visit school. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the EAL Assessment Record
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL 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 pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and 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, e.g. talk frames, writing frames.

Materials

Our school can provide appropriate materials such as visual aids, Google Translate on school iPads and key word lists such as 'Tricky Words and Phonic sheets'. Videos, maps, I.C.T. (assistive technology) and story props also give crucial support.

Special Educational Needs and Gifted and Talented Pupils

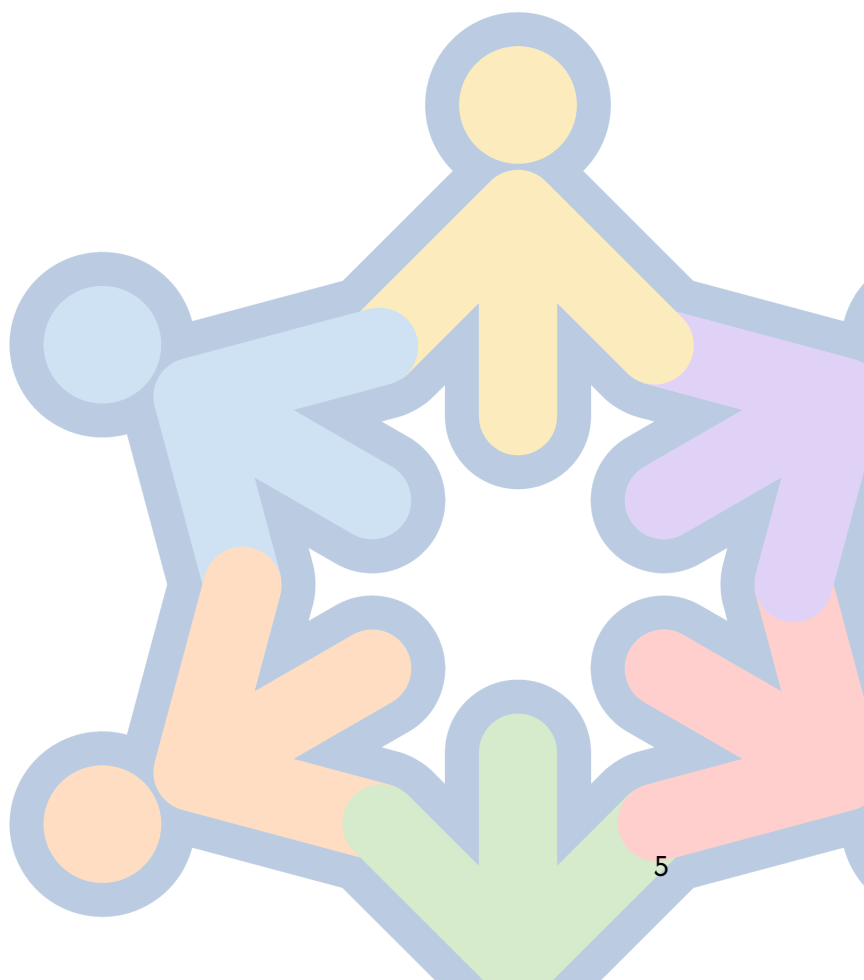
- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.



Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- The school website translates into the different languages spoken at home by our pupils families.
- 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.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.
- The school uses Google Classroom and Tapestry to communicate to parents to show their child's learning within school.



Induction Process

Admission Phase

Admissions notify us of child being offered a place at the school

Secretary identify if the child has EAL and inform EAL co-ordinator

Secretary to book a tour with the Headteacher for the new family, inform the School Business Manager if an interpreter is necessary and language required. School Business Manager book interpreter via online portal.

Secretary to agree a start date with parents at least 2 days after the tour with the Headteacher to allow necessary resources to be prepared.

Tour & Parent Meeting

Headteacher to conduct a parent meeting on the agreed date, using the EAL admissions form. Provide visual information – school details, visual class timetable.

Take the pupil/s and parents/carers on a tour of the school. Explain uniform requirements, school meals, arrangements for trips, equipment and PE etc

Introduce the pupil/parents/carers to the class teacher and support staff. If convenient, introduce the pupil to classmates.

Following meeting

Headteacher to feedback relevant information to the class teacher.

Headteacher will send copy of the admissions interview to EAL co-ordinator.

Pupil starts

Inform parents of any local English classes/groups for younger children.

Class teacher to complete checklist supplied by EAL co-ordinator.

