



Devonshire Primary Academy English as an Additional Language Policy



Adopted by Governors/HT: HT
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Person responsible for policy: EAL/S&L Lead

Statement of Intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.
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Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.

1. Teacher Responsible

The Teacher responsible for pupils with EAL is Mrs Millerick; the responsibilities include:

- Overseeing the assessment and targeting of children with EAL.
- Ensuring the procurement and appropriate use of resources to support pupils with EAL.
- Aiding staff in effective communication with children and parents.
- Advising on strategies to support and include pupils with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for pupils with EAL.
- Developing relationships between the school and parents of pupils with EAL.
- Securing and providing training to ensure staff development, including INSET courses.
- Acting as initial consultant to staff on language-related issues.

2. The Role of School Staff Members

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Allowing pupils who are given access to The Learning Village three 10 minute sessions in class weekly.

3. Support

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of survival vocabulary lanyards, word and visual support mats, visual timetable and regular sessions with the EAL support where appropriate.

4. Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is a growing understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- As a school we appreciate the value our EAL children add to our community and will celebrate home languages by learning common words through the school council.

5. Initial Assessments

- 5.1. The school will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.
- 5.2. Initial assessments are carried out by the class teacher, and completed assessments are stored in the class inclusion file and on the school EAL spreadsheet, graded in the format of The Bell Foundation.
- 5.3. Teachers will use assessments to inform planning for the pupil.
- 5.4. The pupil and the parents of the pupil may view the assessment at any time.

6. Classroom Practice

- 6.1. Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.
- 6.2. Classroom activities will be matched to pupils' needs and abilities.
- 6.3. Teachers will consider common misconceptions and language barriers during lessons.
- 6.4. Where possible, the following practices will be utilised to improve pupils' literacy:
 - Utilisation of the pupil's first language expertise.
 - The provision of writing frames where appropriate.
 - The use of visual clues.
- 6.5. Language skills will be developed through:
 - Collaborative activities involving spoken communication.
 - Feedback opportunities and conversations.
 - Good models provided by peers.
- 6.6. Assessment methods will allow pupils to show what they can do in all curriculum areas.
- 6.7. Online dictionaries are available to aid pupils with EAL in KS2 or where deemed appropriate.
- 6.8. Visual supports are utilised where possible.

7. Access to the Curriculum

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts. This can be by accessing the subject specific word mats provided.
- Where appropriate, ICT can be used to give verbal instructions in a child's home language.
- The support requirements of pupils with EAL are identified and the support is made available.

8. Working with Parents and Carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Allow family members to interpret for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Where requested by parents of pupils with EAL, a pupil with EAL on behalf of their parent, or another member of staff, the school will endeavour to provide translations of school documents. Parentapps Connect app now has a feature where parents can change the language.

- Encourage and support parents in joining Class Dojo, where messages from teachers and parents can be translated.
- Ensure parents understand how much we, as a school community, value their home language by sending home termly bilingual vocabulary grids; assisting in the development of both languages.

9. Special Educational Needs and Disabilities (SEND)

- 9.1. A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.
- 9.2. A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage.

10. Monitoring Progress

- 10.1. The monitoring of pupils' progress is shared between class teacher and EAL support, utilising the information taken from The Bell Foundation assessments.
- 10.2. Children who have not made progress in Years 3-6 are given access to Learning Village or encouraged to use this more in class. Younger children are offered support in the form of word mats, symbols, school-wide Makaton signs and lessons which cater for their understanding.