



# Grove Vale Primary School

## EAL Policy

### February 2023

**Written by:** S. Pickett  
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## **Grove Vale Primary School** **English as an additional language policy**

### **Definition of EAL**

A learner of English as an additional language (EAL) is a pupil whose first language is other than English.

*'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become.'*

### **Aims and Values**

- To ensure that the language and learning needs of individual pupils are clearly identified and provided for.
- To enable pupils to gain full access to the Curriculum and develop strategies to overcome any obstacles that might prevent pupils from achieving their full potential.
- To raise achievement of pupils who have English as an additional language through a clear system of targeting, tracking and monitoring individual progress.
- To work in partnership with parents and support learning at home, by encouraging attendance of parent workshops, relevant assemblies and parents evenings.

### **Role of the EAL leader**

- Identify and categories the EAL learners in school.
- Identify the language level of EAL learners in school.
- Induction and admissions of newly arrived children
- Support with EAL learners in the classroom
- Identification and support of SEN pupils with EAL
- Assessing and tracking the progress of EAL learners

### **Ethos**

The school provides an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils. We believe that the curriculum should reflect this diversity and that successful education, both academically and socially, is achieved by sharing the experiences and cultural backgrounds of all children.

The school values the contribution which children from ethnic minority backgrounds make, through bringing and celebrating their culture and language to enrich the school environment. The school shall provide the means for children from ethnic minority backgrounds to achieve their full academic potential. The school shall endeavour to enable children to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum.



Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support and interventions from a support teacher, but also by a whole school approach.

This comprises of a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources where needed, displays, and whole school celebrations that embrace a wide range of world cultural events. Thus, allowing all children to experience, understand and celebrate diversity.

We recognise and value the home language of bilingual children and plan for activities which allows opportunities for using first language in the classroom, where appropriate, especially for newly arrived children.

### **Identification, assessment and monitoring**

#### Admissions and induction:

1. Initial parent meeting takes place (personal details collected, languages spoken, tour of the school, prospectus given, introduction of pupil and family to key staff) (appendix 3).
2. Initial assessment (reading, writing, maths and speaking) this is done in home language (when possible) and English.
  - Observation
  - Formal assessment (if appropriate)
  - Writing sample (this may be done in home language to gauge skill level)
  - Maths assessment

*Assess skills in home language and wait a couple of weeks before completing assessment so children have settled in.*

Staff then complete a level of competency assessment. This assesses the child's level in Listening and understanding; speaking; reading and writing. Targets are then set following this assessment and an ILP (Individual Language Plan) is created. (appendix 2)

Teachers will plan with this in mind to enable the children to meet their language needs.

Depending on the individual needs of pupils they will receive both curriculum support in class with carefully planned for activities by the class teacher. Dependant on need, they may also receive intervention linked to their EAL targets.

Monitoring EAL learner's progress and development is shared between class teacher and SENCO. An EAL tracker is used with termly assessments, which indicate children's progress and identify areas for development.



The school's EAL register will be updated by collecting information from yearly data sheets sent home and conducting a language survey; asking parents what languages (appendix 1) the children speak and what languages are spoken to them.

### **Classroom Practice**

Teachers have high expectations of all pupils regardless of ethnicity and wherever possible tasks are based around the same curriculum area as the rest of the class. Some EAL pupils will need pre-teaching of specific vocabulary or concepts, or extra support. They will be provided in class by the LSA, teacher or other pupils.

The demands of the curriculum are analysed and support provided appropriately.

Access to meaning is provided by presenting and introducing topics with visual support for key concepts whenever possible. (Videos, pictures, objects) Practise and development in language skills is encouraged through collaborative activities that involve talk.

New children are paired up with a buddy in the classroom and at playtime. Where appropriate, different children could be placed with the child during different times of the day as needed.

Children are grouped strategically for different activities (supportive writers in each group, mixed/like ability, same home language). It is recommended that children with little English language (or newly arrived) are placed on middle ability groups so they have the opportunity to hear good modelled language. Displays and resources in the classroom and around school reflect linguistic and cultural diversity. Teachers keep parents regularly informed about pupil's progress both informally at the end of the day and during parent's evenings.

### **EAL and SEN**

The school recognises both the importance of, and the difficulties involved in the early recognition of SEN in EAL pupils.

Pupils are initially given time to settle into school routines before such assessment takes place, however if there is a concern regarding progress after that period, provision of support will be decided upon through consultation with the class teacher, and SEN/EAL teacher on an individual basis. Provision of support will be jointly reviewed twice every academic year.





## Appendix 1



# Grove Vale Languages Survey



Name:

Class:

Many children at Grove Vale live in households that speak two or more languages. Studies have found that bilingual children have improved attention so are better able to focus and ignore distractions. They can be more creative, or better at planning and problem solving than monolingual children. It is a very worthwhile skill to have! We are currently in the process of finding out what children in our school are bilingual or have contact with any other languages in their home and community. Please answer the questions below and send back into school.

Thank you for your help. Mrs Pickett (Inclusion manager)

What is the main language spoken <b>by</b> your child at home?	
Does your child speak any additional languages at home? If yes which language?	
Are there any additional languages spoken <b>to</b> your child in the home or community (e.g. places of worship)? If yes which languages?	



**Appendix 2**

Grove Vale Primary School EAL pupil profile

<b>Pupil's name:</b>		<b>Other names used:</b>		<b>DOB:</b>	
<b>Current class:</b>		<b>Country of birth:</b>		<b>Date started Grove Vale:</b>	
<b>Home languages:</b>		<b>Is English understood/spoken at home?</b>		<b>Previous education:</b>	

Profile of competence					Date:
<b>Speaking:</b>		<b>Listening</b>		<b>Reading</b>	
<b>DFE proficiency code:</b>				<b>Writing</b>	

WHAT Targets	HOW Strategies	WHO	Progress
1.			
2.			
3.			
4.			



**Appendix 3**

**New to Grove Vale admission form**

Pupil's name:.....

Date of birth.....

Name used at home (if different):.....

Pupil's country of birth	Date of arrival in the UK:	Religion:	Mother's country of origin:	Father's country of origin:
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**Languages: (including English)**

Languages spoken by the child at home: .....

Languages spoken with mother:.....

Languages spoken with father:.....

Languages that the pupils can either read or write:.....

**Previous Schooling: (all schools, including pre-schools and nursery)**

Country	School	Date started	Ages (from-to)	Languages used in school

What does your child enjoy about school? .....

What are their interests and hobbies? .....

Class child is going to be in:.....

Name of teacher:.....

