



Supporting children with EAL

Support for EAL children at Westbrook Old Hall Primary School

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of induction sessions. Assessment are completed using The Bell Foundation Assessment: [EAL Assessment Framework – Primary - The Bell Foundation \(bell-foundation.org.uk\)](http://bell-foundation.org.uk) Findings from this are used to inform teacher planning and the pupil/ parent may view their assessment at any time.

Initial sessions will focus on practical, everyday English that is needed for everyday school life, such as toilet, lunch, pencil etc. During the induction period, typically lasting 6 weeks but varying dependant on pupils' progress, pupils will start still take part in learning within their classroom, but teachers will be aware of the child's lack of understanding and language and tailor learning and support accordingly.

In-class support and small group work is utilised as soon as the pupil starts to ensure that the pupil is integrated into the class as quickly as possible.

Other methods of support that the school will provide, include:

- Pre-teaching of key vocabulary, using picture prompts and if appropriate, the child's home language
- Use of translation tools to support understanding
- Time for a child to engage in learning with their home language – access to books, use of technology to support, access to support where their home language is spoken, if possible

Classroom Practice

Classroom activities will be matched to the pupils' need and abilities with visual supports being utilised where possible. Teachers have high expectations for **all** pupils.

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
- the use of props

Language skills will be developed through:

- collaborative activities involving spoken communication
- feedback opportunities and conversations
- good models provided by peers

Active participation will be encouraged by:

- grouping pupils in mixed ability groups to develop language skill
- 'expert' readers and writers present in each group to provide assistance and model language
- use of bilingual text books/dictionaries where possible

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
- there are opportunities for pupils to use their first language in the classroom
- the support requirements of pupils with EAL are identified and the support is made available

Parental Support

Liaison with parents is vital to the creation of a strong home and 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
- provide interpreters for meetings when needed
- ensure the language used in letters to parents is clear and straightforward
- where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL
- encourage parents to use the translate function on the schools chosen communication tool, Seesaw
- encourage parents to attend parents' evenings and participate in school functions.
- invite parents to school to help with class activities, such as class outings, where appropriate
- encourage parents to become involved with homework through shared reading schemes and language-based homework
- plan activities in a way that ensures they do not clash with religious/community commitments.

Westbrook Old Hall Primary School aims 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

Strategic objectives:

- 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
- ensure all children's languages, cultures and identities are represented in classrooms and throughout the school
- maximise opportunities to model the fluent use of English
- ensure pupils with EAL are acknowledged for their skills in their own languages.

Inclusion

The school utilises a strategy of **inclusion**, and the positive and effective use of language.

The strategy includes the following principles:

- there is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge.
- the language development of pupils is the responsibility of the entire school community
- mainstream and support departments will work together to ensure optimal outcomes are achieved
- 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
- where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion

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.

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. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEND specialists.