



# EAL Policy

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## EAL Policy

### **School Aims**

We endeavour to provide the best educational opportunities for the children within our care in a secure, happy and hard working environment. Within this environment, we are committed to providing equality of opportunity, allowing all children to reach their full potential. Our aims are:

- For Village Primary School to be a happy, caring school
- To offer an excellent, broad, balanced, rich and differentiated curriculum
- To create a calm, positive, interesting and stimulating environment in which children can achieve their full potential
- To foster good relationships with children and adults
- For parents to be positively involved in their child's education in a partnership
- To encourage a sense of PRIDE and RESPECT in our school
- To ensure that our children are happy, interested and confident enough to continue learning after they leave the Village
- To ensure that our children know how to be safe, and live a healthy lifestyle
- To ensure that our children understand how to be a good citizen

### **The context of the policy**

Village Primary School provides a safe, happy and inclusive environment for its pupils. Here it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. The term EAL is used when referring to pupils who have access to more than one language at home or school.

### **Aims**

It is the aim of the school to develop a partnership with parents, teachers and support staff to support the attainment and progress of all pupils, including those with English as an additional language, and their integration into all aspects of the school community. This policy aims to outline how this is achieved. This is in line with the requirements of the Race Relations Act 1976. At Village Primary School we aim to welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.

### **Identification and registration of pupils with EAL**

Registration and welcome of new children will normally be carried out by the Head teacher or subject leader. Support will be sought in the form of translation services as necessary. During the registration process parents/carers will be asked to provide the child's first language and the language that is spoken at home and in most of the child's settings. Information regarding the child and their linguistic background will be passed to the class teacher at an early stage.

### **Assessment**

The School's Assessment Policy will apply to pupils with EAL. In addition, there will be close monitoring of the pupils progression, especially in English, by the class teacher. Teachers are aware that standards of achievement of pupils with EAL may be well below age related norms, particularly for pupils new to English and it is

estimated that it takes at least 5 to 7 years for pupils to 'catch up' with their monolingual peers.

For pupils at the 'beginner stage' of acquiring English language the class teacher and the English language support teacher will monitor the pupil's progress and will assess and record this using the NASSEA assessment framework. These will be updated frequently. Information gathered will help the class teacher to assess the pupil's attainment in literacy. The class teacher will use this information to set 'next steps' targets for the pupil, to support the next phase of their development of English.

### **Teaching and learning**

The School aims to provide appropriate support for pupils for whom English is an additional language in order to give them access to the whole curriculum. The class teacher will liaise with team leaders and SENDCO to identify the language and learning needs of the pupils with EAL. Activities will be matched to pupils' needs and abilities and will have clear sense of progression. Teaching assistants in school will also provide additional support where needed. Access to all parts of the curriculum will be achieved by providing relevant support to pupils with EAL. Vocabulary development will be supported by the use of word banks and the labelling of items of interest in the classroom. More use will be made of visual resources to support understanding of key concepts e.g. IT, charts, tables, video etc. Staff are aware that children may use their first language in the classroom. Classroom organisation and groupings will support pupils' active participation in all activities. Groupings will be flexible to allow:

- Collaborative activities that require talk to complete a task
- Pupil groupings which provide adult or pupil support for speaking and writing before bilingual pupils are asked to produce language
- Groups with supportive 'experts' e.g. other pupils who are good readers/writers.

### **Extra-Curricular**

Village Primary School provides an inclusive environment in which all children are encouraged to achieve. Extra-curricular activities are offered to all children including those with EAL.

### **In school tracking/monitoring of S.E.N.D.**

EAL children will be monitored and assessed in line with the whole school assessment policy. It is important to make a distinction between pupils for whom English is an additional language and pupils for whom English is an additional language with special educational needs. The class teacher will consult with the SENCO when a pupil with EAL is also thought to have SEN.

### **Looked After Children/EAL (English as an Additional Language)/SEND (Special Educational Needs and Disability)**

No child who qualifies under one of the above headings will be discriminated against. These extra needs will be taken into account and consideration be given on an individual basis.

## **Roles and Responsibilities**

### **The EAL/SENdCO Co-ordinator will:**

- Liaise with the Head teacher
- Liaise with the Class Teachers.
- Keep copies of English language assessments to monitor the progress of pupils with EAL.
- Represent the school on INSET courses and feedback to school staff. Arrange INSET sessions in school for staff as appropriate.
- Purchase resources to support the learning of pupil's with EAL. Maintain a central store of appropriate resources for use by staff within the school.
- Liaise as necessary with the parents of pupils with EAL and find interpreters/translators for report meetings/parents evenings etc.

### **Storage of information and data**

We will keep all individual information filed, with access only allowed by teaching staff. Any personal information that is no longer required will be destroyed securely through our confidential waste system.

### **Bullying**

Our school promotes an anti-bullying ethos and focusses on all pupils' rights and responsibilities in promoting independence and building resilience. The key issues around bullying are addressed as part of our ongoing curriculum and assemblies, both explicitly and as a texture to other subject areas. We actively support National and local anti-bullying initiatives where possible. We endeavour to celebrate and share difference and diversity learning from other parts of the U.K and other countries. We take all concerns seriously and support them through the appropriate systems of resolution in school. Please see anti-bullying policy for further details.

### **Complaints Procedure**

As we always work closely with parents, communicating with them regularly, it is hoped that complaints about EAL provision will be rare. However, should there be a complaint, the following procedure will be adopted:

- 1) Parents are encouraged to discuss the problem with the class teacher, together with the EAL coordinator.
- 2) If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head Teacher. If necessary parents may complain in writing to the Governors.
- 3) If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the local authority services can become involved to support the parents and give advice, contact details are in the core offer on SBC's website.

### **Reviewing the policy**

This policy will be reviewed annually by all teaching staff, non-teaching staff and governors to maintain coherence.