

# English as an Additional Language (EAL) Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy written by:	Rupinder Sohal
School adoption date:	September 2019
School's review date:	September 2021

## CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. This policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

**Article 2: All children have these rights, no matter who they are.**

**Article 3: Everyone who works with children should always do what is best for each child.**

**Article 4: The government should make sure that all these rights are available to all children.**

**Article 7: We have the right to a name and a nationality.**

**Article 8: The government should respect our right to a name, nationality and family.**

**Article 22: Refugee children have the same rights as children born in England.**

**Article 29: We have the right to become the best that we can be.**

**Article 30: We have the right to use our own language.**

## EAL POLICY STATEMENT:

At Chad Vale Primary, we believe that all children need to feel safe, accepted and valued in order to become successful learners and citizens. In accordance with our school code, we celebrate the diversity of our pupils, and value the home language and background of all our children, including those with English as an additional language.

We are dedicated to raising the achievement and attainment of all our pupils, and have put in place a range of measures to ensure that our EAL learners are supported to achieve the highest possible standards.

## POLICY AIMS:

- To promote equal opportunities for learners who have English as an additional language. This is in line with the requirements of the Race Relation Act 2000 and our Equal Opportunities policy.
- To enable all EAL pupils to have full access to a broad and balanced curriculum.
- To ensure that our EAL pupils receive support to achieve and exceed their potential.

**DEFINITION OF EAL:**

In accordance with national guidelines (School Census, 2016), we define 'EAL' pupils as those who first learned a language other than English, children who speak another language at home or whose parent(s) communicate with them in a language other than English.

'Newly arrived' children are those who have recently moved to the UK and have not attended another British school for any significant length of time.

**SCHOOL CONTEXT:**

Chad Vale serves a diverse community; approximately 40% of our pupils have English as an additional language, with up to 40 different home languages or dialects spoken amongst our children and families.

Our pupils may be at different stages of English language acquisition. A small proportion are new arrivals. We may also have a number of children who start school at the early stages of English despite having been in England for some time. The school's proximity to the University of Birmingham and the QE hospital means that there is often high mobility amongst families from overseas, with some new arrivals attending Chad Vale for only one or two years.

A number of our EAL children are developing competency in English, and require some intervention or targeted teaching to enable them to access the curriculum at the same level as their peers.

Some of our bilingual pupils have reached a level of competency in English which matches or may even exceed their proficiency in their home language. These children are monitored to ensure that any language needs are identified.

**KEY PRINCIPLES OF LANGUAGE ACQUISITION:**

- Research shows that maintaining home language helps learners with second language acquisition. Parents are therefore encouraged to continue to use their first language at home, whilst also providing opportunities for speaking and hearing English. At school, beginners and children at the early stages should be provided with opportunities to use their home language in order to facilitate English language acquisition.
- Although the majority of EAL pupils quickly learn to communicate on a day-to-day basis, it takes up to seven years to reach academic proficiency. Pupils may therefore need some level of continuing support to develop their grammar, vocabulary and comprehension.
- It is important to have high expectations of bilingual learners, and EAL pupils, including beginners, should be cognitively challenged whilst developing their competency in English.

- Language is best learned when used in meaningful contexts across the curriculum. Strategies should therefore be put in place to enable EAL pupils to access the curriculum as soon as possible. Vocabulary development for beginners can be achieved through games and practical activities.

### **ASSESSMENT:**

Children who are at the early stages of learning English are assessed by the EAL teacher using the QCA's extended scale, which is based on the National Curriculum. Targets are then set and reviewed on a termly basis or sooner.

More advanced EAL learners are assessed in the same way as their monolingual peers, using both formative and summative assessments. Targets are set accordingly, either by the class teacher or in conjunction with the EAL Co-ordinator. Progress is monitored on a termly basis by the EAL Co-ordinator and class teachers using our school tracking system.

In accordance with national guidelines, we may make special arrangements for our EAL pupils during SATS tests. Children who are new to the country may be disapplied from the test. We may use additional staff to act as readers during the maths and SPAG tests.

### **TEACHING AND LEARNING:**

In order to ensure that our EAL pupils can fully access the curriculum, staff employ the following strategies:

- All Teachers at Chad Vale primary are teachers of pupils with EAL
- Lessons have clear learning objectives which are explained to the children.
- Teachers ensure that EAL pupils develop their vocabulary and sentence structure by providing a range of speaking and listening activities. Pupils have access to effective staff and peer models of spoken language.
- Opportunities are provided for EAL children to use their home language to facilitate acquisition of English. Dual language support is provided wherever possible, either in the form of staff who speak the same home language, or IT packages, translation websites and apps to enhance understanding.
- Pupils' understanding is developed by using additional visual support eg pictures, posters, photographs, concept maps and charts.
- Teachers ensure that the meaning of key words, technical terms and more abstract language such as metaphors, is made explicit.
- Additional verbal support is provided as appropriate, eg repetition, modelling, peer support.
- Teachers use 'Talk for Writing' to develop EAL pupils' vocabulary and sentence structure; to explain how speaking and writing in English are structured for different purposes, and to identify the key features of different genres. Talk for Writing texts may be adapted for some EAL learners.
- Scaffolding such as talk frames and writing frames is provided to support writing across a range of subjects.

**TARGETED SUPPORT:**

EAL pupils who are identified as requiring language support are taught by the EAL teacher as well as the class teacher. Beginners are initially withdrawn for a few short language lessons a week. The EAL teacher also works in collaboration with class teachers, providing partnership teaching where possible.

EAL pupils who are developing competence are generally supported in the classroom, although they may also receive pre-tutoring or more personalised support in our Language Lab, particularly for writing and SPAG.

Teaching assistants play a crucial role in supporting EAL pupils, and may carry out intervention programmes as directed by the EAL Co-ordinator.

**EAL AND INCLUSION:**

A clear distinction is made between EAL and Special Educational Needs. Most EAL children do not have SEND. However, should SEND be identified, EAL pupils have equal access to the school's SEND provision.

Similarly, EAL children identified as Gifted and Talented have equal access to the school's provision.

**PARENTAL/COMMUNITY INVOLVEMENT:**

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers. (see Induction Programme)
- Using plain English and translators or interpreters, where appropriate and available, to ensure good communication.
- Identifying the linguistic, cultural and religious background of pupils and establishing contact with the wider community where possible. (see RE policy)
- Celebrating and acknowledging the achievement of EAL pupils with the 'Chad Vale family'.
- Recognising and encouraging the use of first language.
- Helping parents to understand how they can support their children at home.

Policy agreed on: .....

Chair of Governors: .....