Committee with oversight for this Policy | Scrutiny
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Policy last reviewed by the Committee | Summer 2018
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Review frequency | 2 years
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The term English as an Additional Language (EAL) is used when referring to pupils where the first language spoken at home is not English. Pupils may be proficient in one or more other language but will have learnt English as a second or additional language.

There are also a number of terms that can be useful when describing the background of EAL pupils:

- 'First generation' - meaning they were born in another country and have since resettled in the UK with their family.
- 'Second or third generation' - meaning they were born in the UK into a migrant or 'dual-heritage' family.
- 'Migrant worker' - those who have moved for economic betterment.
- 'Asylum seeker' / 'Refugee' - those who have moved to escape famine, persecution, war and other tragic events.

As of June 2018, 34% of students at Yew Tree Primary (Nursery-Year 6) are identified as 'EAL' and speak a language other than English as their 'first' or 'common' language. With a further 14 EAL children accessing our Ladybirds childcare provision. 30 first languages, other than English, are spoken by pupils across our School, including French, Russian, Farsi and Marathi, with Urdu currently being the most common language spoken.

EAL pupils will take approximately 5 - 7 years of English-speaking education to acquire academically fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated, with some taking up to 10 years to acquire fluency.

Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' achievement and inclusion.

Currently the designated 'EAL Co-ordinator' is Miss Burgess, who oversees the development and day-to-day coordination of EAL provision.

Responsibilities of the designated 'EAL Coordinator' include:

- Identifying incoming EAL students, with support of the administration and Staff Team.
- Bringing the presence and needs of EAL pupils to the attention of colleagues through on-going training and support.
- Responding to requests for information about EAL pupils.
- Maintaining a register of EAL students.
• Assessing and tracking the EAL profile of competence for each EAL pupil.
• Liaising with the SENDCO to refer EAL pupils for additional external support where required.
• Reporting to the Head Teacher, Senior Leadership Team and Board of Governors on the provision for and progress of EAL pupils.

This policy sets out our aims, objectives and strategies with regard to meeting the needs, along with celebrating the skills, of our EAL pupils and helping them to achieve the highest possible standards.

Aims

• To ensure that we meet the full range of needs of those children who speak English as an Additional language. This is in line with the requirements of the Race Relations Act 1976.
• To ensure that all learners have access to a broad and balanced curriculum. Pupils learning English as an additional language are entitled to the full National curriculum. English is best learnt through the curriculum and pupils should be encouraged to play as full part as possible in class activities from the start.
• To welcome and value the cultural, linguistic and educational experiences that pupils with English as an Additional Language bring to Yew Tree.
• To help bilingual pupils to become confident and fluent in speaking and listening, reading and writing in English, in order for them to be able to fulfil their academic potential.
• To encourage and enable parental support in improving children's attainment.
• To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
• To monitor pupils' English Language progress systematically by assessing their progress using the Solihull Profile of Competency document.
• To maintain pupils’ self-esteem and confidence by acknowledging and giving status to the skills that they have in their own languages (E.g. during Languages Week).

Strategies

At Yew Tree, we recognise and encompass EAL pupil’s needs, skills and development. Our inclusive ethos acknowledges that:

• Classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities

• A child's mother tongue is important and boosts the child's self-esteem by celebrating their bilingualism. We encourage pupils to use their mother tongue in school.
• Staff recognise that pupils who speak English as an Additional Language will possibly need more time to process and answer both orally and in written format.

• Newly arrived or young children need time to absorb the classroom culture as well as the English language (there is a recognised 'silent period' when children understand more English than they use - this will pass if their self-confidence is maintained) and we allow these children time to adjust and settle.

• Our EAL pupils are supported by both peers and staff, who can model good use of the English language to them.

• Parents of EAL pupils may also require support in accessing English and also in gaining an understanding of the UK education system.

Teaching and Learning

All teaching staff acknowledge that to offer best support to EAL pupils and enable them to progress:

Planning should identify EAL pupils and show the differentiation made for them where required.
Setting and grouping of EAL pupils should be based on academic ability and not language ability; EAL is not SEN.
Language develops best when used in purposeful contexts across the curriculum. Staff recognise the important role they have in modelling the use of language. Effective use of language is crucial to the learning and teaching of every subject.
Staff will identify the pupil's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
The use of visuals to support pupils' understanding and learning and providing scaffolding of activities to ensure they can access the curriculum.
Extra time and support in exams will be awarded if appropriate or should it be required.
The use collaborative learning techniques are essential.
Vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
Ensure that there are effective opportunities for talking, and that talking is used to support writing.
The language demands of each lesson needs to be identified and planned for, with attention both to initial access and to extension.
Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
Many concepts and skills depend on and benefit from well-developed home language; literacy in home language enhances subsequent acquisition of EAL. Additional school based interventions or support will be available when required but withdrawal should be limited only for specific purposes.

Resources

A range of resources should be used to support pupils’ English language skills including bilingual dictionaries (where pupils are literate in first language), key word lists, visual cues and a range of language & literacy interventions. All classes must display a visual timetable indicating lessons, additional activities and visitors for the school day. Where possible, signs in additional languages should be displayed, particularly when new arrivals first access the classrooms. Translation Applications for Ipads, such as 'Say Hi' are useful tools for initial communication with new arrivals who have no or limited English Language.

Young Interpreters

EAL pupils at Yew Tree have the opportunity to become 'Young Interpreters' and are trained following the Hampshire Young Interpreter Scheme. The scheme recognises the potential that exists within our school community for pupils of all ages to use their language skills and knowledge to support new learners of English so that they feel safe, settled and valued from the start. The support they can offer to newly-arrived pupils is both reassuring and nurturing at a time when they are having to adapt to many changes. Our interpreters are also available to support school staff in a variety of ways during the school day, should this be required.

Parent Ambassadors

Parents of EAL pupils are invited to become ambassadors for our school, welcoming newly arrived EAL families into our school community and helping to promote EAL support and coffee mornings and events. Many parents are listed on a voluntary translation list, offering to interpret at meetings for families who require additional support with English.

Identification, Assessment and Monitoring

Pupils are identified as having English as an Additional Language through the school’s admissions documents, which requests parents to list all languages that their child can understand, speak, read and write (Appendix A). In addition to this, it requires parents to clarify how long their child has been speaking English prior to enrolling at Yew Tree, as this information enables staff to assess the child’s current English language levels as well as predict the child’s current literacy skills in their home language. The development of the children’s first languages is essential in order to facilitate concept development in tandem with their acquisition of English. An annual Language audit during the autumn term also allows for the EAL co-ordinator to clarify the languages spoken within school, identify isolated language speakers and multilingual pupils. It is also an opportunity to promote bilingualism as a skill to parents and carers.
Pupils’ English language abilities are initially assessed through the Early Years Profile (Ladybirds, Nursery & Reception) or on entry to school through an initial language assessment, which is conducted during the first 2 weeks of the pupil beginning to attend Yew Tree (Years 1-6).

EAL Pupils’ English language development is monitored termly using The Solihull EAL Profile of Competency (Reception - Year 6). Teachers are required to assess each EAL pupils’ English language development across four key concepts:

- Listening and Understanding
- Speaking
- Reading
- Writing

The termly Profile of Competency assessments are then levelled by the EAL coordinator, who records and monitors each pupil’s English language ability accordingly:

<table>
<thead>
<tr>
<th>EAL Learner</th>
<th>EAL Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>New to English (Code A)</td>
<td>Step 1</td>
</tr>
<tr>
<td></td>
<td>Step 2</td>
</tr>
<tr>
<td>Early Acquisition (Code B)</td>
<td>Step 3</td>
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<td></td>
<td>Step 4</td>
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<tr>
<td>Developing Competence (Code C)</td>
<td>Step 5</td>
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<td></td>
<td>Step 6</td>
</tr>
<tr>
<td>Competent (Code D)</td>
<td>Step 7</td>
</tr>
<tr>
<td>Fluent (Code E)</td>
<td>Step 8</td>
</tr>
</tbody>
</table>

This is in line with the Department for Education proficiency in English Scale and these judgements informs the data that is required for census data.

All EAL Pupils’ English Language development is monitored termly and the EAL coordinator identifies those pupils who may require additional school based language intervention. Consideration is given to the length of time a pupil has been learning English at this stage.

The triggers for intervention for monitored EAL children could be the concern about those who, despite receiving differentiated learning opportunities both within the classroom and within individual/small group teaching:
- Make little or no progress when teaching approaches to support language development are targeted particularly in a child’s area of weakness
- Show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Have communication and/or interaction difficulties and continues to make little or no progress in language development despite provision of a differentiated curriculum.

Should additional school based intervention prove unsuccessful for monitored EAL pupils or where Teaching staff, along with the EAL coordinator and SENDCO, suspect an additional or specific learning difficulty, a referral will be made to seek advice and support from the Specialist Inclusion Support Service, English as an Additional Language Team.

**Additional External Support.**

Specialist Inclusion Support Service - EAL Protocol

Following referral and assessment, the EAL service will provide a variety of different types of support:

**Direct support**

Priority for **direct support** will be given to pupils who fit the following criteria

- UASCs and refugee/asylum seeking pupils
- Pupils with no or limited prior education or literacy who arrive at Key Stage 2 upwards
- Pupils who arrive in Key Stage 4

Direct support will still be available for other pupils, decisions will be at the discretion of the Service and will be made on a basis of pupil need.

Direct support will be time-limited with the usual maximum being 3 terms. Support may not always be linear i.e. there may be breaks to allow support to be focussed at key times.

**Advisory support**

Pupils who are placed on advisory support will receive at least one follow up visit within six weeks of initial assessment. Further visits will be arranged depending on need. The focus of these visits will be on supporting staff and will look at

- Resources
- Planning
- Grouping
- Curriculum
In order to make the best of these visits it would be helpful if teaching staff are available to meet with a member of the EAL team; we will negotiate to try to fit in with PPA time where possible.

**Pupils with possible additional needs**

There is an agreed procedure for working with other agencies - this will still be followed.

In order to assess a child’s needs, a short-term period of direct support may be suitable and this will be arranged on an individual basis when appropriate.