

Part 1

Name of policy **English as an Additional Language (EAL) Policy**

Status of policy This is a statutory policy

Consultation This policy has been developed following consultation with Governors, Senior Leadership Team and Teaching Staff, Parents and Pupils

Relationship with other policies This policy should be read in conjunction with;
P2 Equality policy
P5 Exclusion policy
P12 Home/School agreement policy
C1 Curriculum policy

Date policy was agreed 24th January 2024

Date for full implementation Immediate

Date for review Every two years – January 2026

EAL Coordinator Mrs S. Leiba

Mr S. Matthews

Governor Representation: Miss R Brumby

Part 2

Policy Aims:

Diversity and equality:

To be proactive in removing barriers that stand in the way of our EAL students' learning and success and meet our responsibilities to these students by ensuring their equal access to the Curriculum and the achievement of their educational potential.

Belonging and cohesion:

To provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate and increase their intercultural awareness as well as maintain and develop their mother tongue, heritage, explore the history, culture and literature of their own countries.

Objectives:

To give EAL students the knowledge and skills to:

- Use spoken English to communicate with others in a variety of curriculum and social contexts.
- Use English to understand and produce written texts.
- Give EAL students the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

School's Duties and Responsibilities for EAL:

- To ensure that EAL students have full access to the National Curriculum.
- To collect information about students' educational, linguistic and social background.
- To undertake self-evaluation of EAL provision/policy.
- To develop an action plan to meet the needs of these learners.
- To monitor achievement and attendance, setting clear targets and outcome measures for EAL learners.
- To ensure that EAL learners placed on the school's Special Needs register have genuine learning needs.
- To promote ethnic, linguistic and cultural diversity, for example in the curriculum, assemblies, displays, resources and dual language texts.
- To seek opportunities to extend and develop links with minority ethnic parents.

Underlying Principles:

- Our EAL students are entitled to opportunities for educational success that are equal to those of our English speaking students.
- EAL students are not a homogenous group; their needs vary according to a range of factors, hence we strive to provide a range of teaching and learning activities to meet curriculum demands and these different learning needs/styles.
- Well-planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for the acquisition of English by EAL students.

- The multilingualism of our EAL students enriches our school and our community.
- Having a home language other than English is not a “learning difficulty”. EAL students are not placed on SEND registers or taught in Progress groups unless they have special educational needs.

Admission Procedures:

Information about our new transfers are sent to the school via the normal transition process. Our EAL coordinator meets with the LA Diversity Team on a termly basis to discuss any necessary EAL provision.

Information gathered about our new transfers includes:

- Country of origin
- Date of arrival in UK
- Student's first language and ability of use
- Other languages spoken at home by student
- Cultural/religious background
- Medical conditions
- Student's educational background (names, addresses and contact details of previous schools, number of years in school, subjects studied, any breaks in education, any reports or certificates)

Parents/carers and students can be taken on a tour of the school and introduced to key personnel. Parent/carers and students are provided with a ‘Starters Pack’ which includes information about the school (e.g. map of the school, school diary). Care is taken to ensure we know how to say names and how to address parents and students appropriately. The induction process may allow students a gradual immersion into school life, including a part time school attendance for the first few days.

Placement in Teaching Groups/Classes:

We recognise that EAL students, who may be new to English and to the UK, need continuity and security as they start our school. We therefore aim to make an early decision about teaching group/class placement and only amend where it is in the best interests of the student.

EAL students:

- have access to the whole curriculum
- are taught with their peers
- are placed in groups where they will see models of good behaviour
- are placed in groups with fluent English speakers who will provide them with good language models
- are placed in as high a group as possible i.e. with their intellectual/academic equals
- are not automatically placed with SEND students
- receive additional small group or 1:1 ‘English’ support as part of the EAL intervention as required

Teaching and Learning:

The School and the Staff:

- Encourage EAL students to use English by generating opportunities for active participation in lessons
- Encourage EAL students to develop communication strategies such as asking for clarification
- Consider our own language use and provide suitable contextual clues for EAL students
- Are aware that our school culture and environment (e.g. teaching and learning, procedures, routines and practices) may differ from the school culture that our EAL students are familiar with
- Are aware that an EAL student's social language may be much more advanced than their academic language.
- Allow EAL students to use first language when it will be beneficial to their learning and communication needs
- Teach topic/subject – whilst providing relevant vocabulary, structures and other opportunities to develop listening, speaking, reading and writing skills
- Provide good language role models for social interaction in learning activities
- When necessary, provide spoken and written, curriculum-specific, language models for EAL students e.g. writing frames, key words, sentence starters, etc.
- Provide a secure, but intellectually challenging, learning environment
- Support Language development through sensitive and informative feedback on grammatical accuracy, social rules of use (formality, politeness, etc.) genre features and characteristics (narrative, reports, etc.)
- Promote language and study skills and attitudes that enable EAL students to become independent learners
- Encourage parents'/carers' participation in EAL students' learning

EAL Assessment/Record keeping and Information Transfer:

The initial assessment of EAL students' level of English language acquisition is carried out upon arrival.

The school maintains an EAL register and regularly monitors EAL students' levels of language acquisition and progress by reviewing their grade reports and other sources of internal data. Student EAL records are collected and monitored via SIMS.

Whole-School Practice:

- When appropriate, the language and learning needs of EAL students are addressed in the school development plan.
- Curriculum planning (at all levels) takes account of the learning and support requirements of EAL students.
- All staff who teach and support EAL students understand their roles and responsibilities.

Edgbarrow School Governors' policy
Curriculum Committee: C9: EAL Policy

- EAL advisory, guidance and support materials are available for staff on the school's network and hardcopies of some of these documents may be found in the Progress Department.
- Advice is regularly sought from the Bracknell Forest EAL and Diversity team and agreement reached as to how the school can most effectively support EAL students within the means available.
- All staff have opportunities for EAL professional development.