



SARACENS

BELL LANE

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Responsibility of (<i>see policy tracking sheet</i>):	Saracens Bell Lane
Approved by:	Local Governing Body
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1. Introduction

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is a language other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out the school's aims, objectives and strategies with regard to the needs and skills of EAL pupils.

1.1 Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

1.2 Objectives

- To provide a welcoming atmosphere for newly arrived pupils with EAL
- To gather accurate information regarding children's backgrounds, cultures and abilities
- To be able to assess the skills and needs of pupils with EAL and to provide for their needs
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

2. Strategies for delivery of EAL

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem
- The language development of all pupils is the responsibility of all teachers and teaching support staff
- Staff will be mindful of any possible culture change that pupils may experience, and support them with that as much as possible
- Diversity will be valued and classrooms will be socially and intellectually inclusive
- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where

appropriate.

3. Teaching and Learning

In order to ensure that we meet the needs of EAL pupils, staff will:

- assess the pupil's fluency level as soon as possible (see Appendix 1)
- provide adapted sources and resources for EAL pupils e.g. reduced content, dual-coded word mats, writing frames, stem sentences, research in mother language
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete extended work
- allow pupils to use their mother tongue to explore concepts when appropriate
- give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques.

Language skills will be developed through:

- Collaborative activities involving spoken communication
- Feedback opportunities and conversations
- Good models provided by peers.

Spoken and written communication between the pupils and teaching and non-teaching staff, and between the school and parents/carers and the local community, will be positive and appropriate, including the use of pupils' home languages.

4. Working with Parents/Carers

Liaison with parents/carers is vital to create 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/carers 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/carers is clear and straightforward
- Share messages/letters via Class Dojo (parents/carers can select referred language to translate)
- Encourage parents/carers to attend parents' evenings and participate in school functions
- Invite parents/carers to school to help with class activities, such as cooking, reading and class outings, where appropriate
- Plan activities in a way that ensures they do not clash with religious/community commitments.

5. Pupils with Special Educational Needs and Disabilities (SEND)

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.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs/Disability (SEND) and Inclusion Policy.

The school will ensure that the parents/carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

6. Links with Other Policies

This EAL Policy is linked to:

- Special Educational Needs/Disability (SEND) and Inclusion Policy.

Appendix 1

First Language Assessment Form

Pupil's name	
Assessed by	
Language	
Date	

Is the pupil's social/linguistic behaviour age-appropriate?	Y/N
Does the pupil understand a range of questions, instructions and a story, told in their first language?	Y/N
Is the pupil's speech clearly articulated?	Y/N
Is the pupil able to speak accurately at a social level?	Y/N
Is the pupil's vocabulary appropriate/sophisticated/limited?	Y/N

Does the pupil use correct grammatical structures?	Y/N
Can the pupil talk about the past, present and future using correct verbal forms?	Y/N
Do you have any concerns?	Y/N
Do you have any comments regarding the pupil's social interaction with you during the assessment?	Y/N
Can the pupil read and write in their first language?	Y/N
Can the pupil complete age-appropriate mathematics tasks with limited language context?	Y/N