



Lea Community Primary School

English as an Additional Language (EAL) Policy

Introduction

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (*DfE Schools, Pupils and their Characteristics July 2020*).

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. At Lea Community Primary School, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

The Equality Act 2010 provides legal protection from discrimination against protected characteristics as identified by the Act. Learners for whom English is an additional language may be at particular risk of discrimination on the basis of one or more of these characteristics (particularly Race).

Statement of Aims

At Lea Community Primary School, we are committed to ensuring that all our learners including EAL learners, feel safe and know that they are valued through following our relational policy.

This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement.

The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

The Context of the School

At Lea Community Primary School, at the time of writing this policy, there are 53 EAL learners (19%) registered.

Their home languages are:

Latvian
Polish
Urdu
Romanian
Gujarati
Hindi
Yoruba
Nepali
Hungarian
Arabic
Bulgarian
Turkish
Telugu
Kutchi
Greek
Malayalam
Tagalog
Spanish

Most of our EAL learners were born in the UK and their proficiency in English speaking is good, although we have a small number of new arrivals to the country who need extra support in school to learn and understand English.

Key Principles

- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English-speaking children.
- Children with EAL are not a homogenous group: their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles.
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL.
- The bi/multilingualism of our children enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.
- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs

(SEN). Children with EAL are not placed on the SEN record, unless they have SEN.

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and included in planning.
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language.
- The focus and timing of additional support is an integral part of curriculum and lesson planning.
- Although many children acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Roles and Responsibilities

All teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Every teacher could encounter children who do not use English as their first language. To be successful, we will have to nurture language development. Every teacher may encounter children from other countries who will often have very different educational experiences in terms of length and focus and style of previous learning. To be successful, we will have to coach children in how to learn as well as teaching our subject. Potentially, every teacher will encounter children who having moved countries are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups as well as teaching our curriculum.

Teaching and Learning

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Specialist EAL support is available for identified children from a qualified tutor who has received appropriate training and support.
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class.
- Class/subject teachers plan collaboratively with the EAL tutor.

Planning, Monitoring and Evaluation

When planning (whether long-term, medium-term, or short-term), teaching staff take into account the additional needs of EAL learners, setting appropriate targets and tasks with targeted resources.

Information on home languages, teaching strategies, and assessment is passed on to staff at the start of the new school year.

Curriculum planning takes into account the needs of EAL learners by carefully considering what vocabulary they will need knowledge of to be able to access the

curriculum. Teachers, including the specialist teacher, pre-teach this vocabulary. Vocabulary is also shared with their families so that it can be discussed at home.

Children's religious, cultural and linguistic backgrounds are considered in planning of lessons and opportunities for EAL learners (if they are comfortable doing so) to share and celebrate their background are taken whenever possible

Language targets for next steps are then set where necessary. General progress in all subjects is assessed termly by teachers, and monitored by the EAL subject leader. Provision for EAL learners is evaluated regularly and adapted as appropriate. School makes use of the NASSEA assessment materials to monitor language development of EAL learners.

Special Educational Needs and Gifted and Talented Pupils

The staff at Lea Community Primary have a clear understanding of the difference between SEN and EAL. Our school ensures that EAL learners are not over represented in SEN groups or underrepresented in Gifted and Talented groups. Any EAL pupils who do have SEN have appropriate access to SEN provision.

Assessment

Staff are given time with the headteacher and EAL leader to discuss pupil progress, needs and targets. Progress in the acquisition of English is assessed for new arrivals using the NASSEA resources, as outlined above in the 'Planning, Monitoring and Evaluation' section.

Assessment materials use images and texts which are appropriate for all pupils, ensuring that the EAL learners are not hindered by the language content of the assessments.

Resources

School employs a specialist EAL tutor to work with identified EAL learners for one day each week. This teacher works with the children to develop their language, to celebrate their home culture and introduce them to British culture. This allows them to fully embrace the educational opportunities available in school and achieve their potential. The EAL specialist tutor and EAL lead meet regularly to discuss progress and evaluate provision.

The Equality and Diversity Team can also advise and support the school for pupils where English is an additional language. Lancashire's EMGRT Achievement Service provides advice, training and tutor support for schools who wish to ensure that they are providing the high-quality support necessary to ensure that new arrivals and other EAL learners achieve their full potential. They offer the following services:

- Tutor support for EAL learners
- Advice for schools
- Support for EAL leaders

- Staff training
- Interpretation and Translation
- First Language Assessment

Where appropriate, the school would seek further guidance and support from the Equality and Diversity Team.

Resources for EAL learners are purchased when necessary, according to the specific language needs of the pupils. General resources used for reading and writing activities are monitored for grammatical, lexical and cultural accessibility by the class teachers.

Displays across the school reflect diversity, and this is reinforced by the work we do to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, reinforced through our school values.

Parents/Carers and the Wider Community

Our website and Class Dojo messaging system ensure clear communication with parents and carers, as it can be accessed in many different languages.

Letters and reports can be sent to parents in an easily translated format.

Staff Development

Responsibility for the progress and well-being of EAL learners lies with all staff.

INSET is provided to all staff to ensure that all staff feel confident and have the necessary skills and understanding to meet the needs of EAL learners and help them reach their full potential.

The EAL leader highlights resources and updates to all staff regularly.

Role of the Governing Body

At Lea, there is a named EAL Governor- Leanne Hamblett. Their role is to meet regularly with the EAL leader to discuss the latest developments and who is invited to attend relevant school INSET. They may be involved in book and planning monitoring exercises and take part in learning walks through the school. The governor's role is to be a 'critical friend' asking questions that encourage clear thinking and positive support throughout the school.

Review of Policy

This policy will be reviewed September 2026 by H Hall