



*Inspiring All to Excellence*



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Violet Way Academy

# English as an Additional Language (EAL) Policy

## Document Control

<b>Policy Title</b>	EAL Policy
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## Version Control

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<b>Section</b>	<b>Changes Made</b>

## Introduction

In our academy, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes, and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

At Violet Way Academy, a number of our children may have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

For children who are learning English as an additional language, their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

## Aims

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL).

- We will celebrate the culture and linguistic diversity in our school through our teaching and learning.
- We will create and maintain a welcoming and supportive whole-school ethos of respect that is clear, explicit, articulated and shared so pupils make the best possible start to their life.
- We will have high expectations for all.
- We will ensure children progress from newly arrived limited English to fluency in the shortest possible time.
- We will set challenging targets for each learner and monitor progress against expectations continuously throughout the child's schooling.

## Role and responsibilities

All staff are responsible for developing EAL learners.

### Headteacher

- The Headteacher is responsible for ensuring that staff receive suitable training and support for effective curriculum provision, high-quality teaching and learning and SEND in order to ensure staff are equipped to support the development of all pupils, including those with English as an additional language.
- The Headteacher will maintain and revise the EAL Policy.
- The Headteacher will ensure that assessment and monitoring is taking place.

### Teachers will

- Identify and support pupils with EAL, including providing suitable resources (such as visuals, communication fans, IT resources, PENpal) *also see Strategies section of this policy*

- Liaise with SENDCO to ensure classroom provision is effective in meeting the needs of learners with EAL.
- Use EAL assessment resources as appropriate to identify English proficiency and use this to identify how they can be best supported.

The SENDCO will

- Liaise with class teachers to identify and support EAL pupils.
- Work with teachers to ensure effective and appropriate support is being given throughout the school to learners with English as an additional language.
- Manage resource materials and equipment to ensure sufficiency and adequacy.
- Identify EAL learners with SEND.
- Monitor standards of teaching and learning of learners with EAL.
- Consult with external agencies as required.
- Contribute to the school improvement plan in the areas of responsibility to identify development points and arrange for improved provision.

The Assessment Lead will:

- Ensure the progress of pupils with EAL is monitored and liaise with SENDCO and teachers to ensure that their learning needs are supported.
- Organise any access arrangements - The statutory assessment arrangements allow for access arrangements for children who are learning English as an additional language.
- Contribute to the school improvement plan in the areas of responsibility to identify development points and arrange for improved provision.

## Induction

For newly arrived pupils, we will work with the child and their family to get to know them, celebrate their home language and culture and identify their needs. We have multi-lingual staff in school that can support induction and administration where appropriate.

Children will have a tour of the school to help them become familiar with the setting and, where possible, new arrivals will be paired up with class buddies that are the best possible role model in terms of language and behaviour.

An initial assessment of reading, writing, math and survival language will take place to baseline pupils with EAL as appropriate.

We have PENpals in school, which can be utilized to support the induction process. PENpal is a multi-lingual touch and read talking pen with a key phrases sheet and books to support learners with EAL (and their parents) with communication.

## Strategies to support learners with EAL

- All classes will celebrate cultural diversity through the curriculum.
- Using the home or first language where appropriate.
- Visual support; posters, objects, non-verbal clues, pictures, demonstration and the use of gestures.
- Effective role models of speaking, reading and writing.

- Providing appropriate opportunities for talking, and using talking to support writing.
- Support to learn key vocabulary.
- Opportunities for role play.
- Pre-teach/discussions provided before and during reading and writing activities.
- Using texts and materials that suit their ages and learning stages.
- Providing support through IT, video and audio materials, dictionaries and translators, readers, and amanuenses.
- Additional 1-1 or small group interventions as appropriate.
- Staff are supported with outside help for specific children where appropriate.

In the Early Years Foundation Stage (EYFS), we will provide opportunities for children to develop their English, and we provide support to help them take part in activities.

The EYFS helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing opportunities for children to hear their home languages, as well as English;
- providing written materials in the children's home languages, as well as in English.

## Assessment

As appropriate, children's proficiency in English is assessed as soon as possible based on the following DfE English proficiency scale:

### English proficiency

**A: New to English:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

**B: Early acquisition:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**C: Developing competence:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

**D: Competent:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

**E: Fluent:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

**N: Not Yet Assessed** is also available for use where the school has not yet had time to assess proficiency.

Teachers can use this assessment scale to identify how they can support their EAL learners and monitor their progress. Data analysis is carried out by the Assessment Lead and this is discussed with the SENDCO to monitor the progress of EAL pupils. The statutory assessment arrangements allow for access arrangements for children who are learning English as an additional language.

## **Parent partnership**

Our school recognises the key importance of the partnership with, parents and carers.

We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- Take into account parents'/carers knowledge, views and attitudes.
- Consult with and involve parents/carers at all stages of their child's learning journey.
- Provide parents/carers with information on school policies, support and services provided by the school and Staffordshire.
- Support parents/carers with home activities designed to reinforce work in school.
- Enlist the help of parents/carers to support in school.
- Hold curriculum workshops for parents/carers and to support them and enable them to share their culture.

## **Equal opportunities**

At Violet Way Academy, we are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion.

## **Monitoring and review**

This policy is monitored by the governing body and will be reviewed at least every two years.