

Monksmoor Park CE Primary School

EAL Policy

**Date ratified by Governors:
9th December 2020**

**Dates reviewed by
Governors:**

- 1.
- 2.
- 3.

Note: This document takes account of the most up to date central government information and guidance, at the time of writing (see footer). It is subject to change as guided by government policy.

At Monksmoor Park CE Primary School, we aim to ensure that:

- all learners with English as an additional language are identified and relevant information shared with staff
- appropriate advice and strategies are provided for teachers to utilise in curriculum learning
- appropriate language support is provided, according to need and resources available
- parents/carers are informed of any support made available to their child
- where appropriate, test access arrangements are in place for learners with EAL

What is EAL?

EAL means English as an Additional Language - when a pupil speaks a home language other than English. We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in communication, speaking, reading, writing and understanding English.

Definitions of an EAL Learner :-

“First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

Bilingual Learner:- “Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007 Advanced Bilingual Learner:

“**Advanced Bilingual learners** are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 2009.

Principles

Monksmoor Park CE Primary School is committed to delivering high quality provision for the teaching of learners whose first or home language is not English, and those who are in the process of learning to use English as an additional language (EAL).

The School celebrates diversity and is committed to raising the attainment of all minority ethnic learners, irrespective of their ability or background.

School will identify individual and group needs, recognise the skills of each individual and ensure equality of access to the curriculum and extra-curricular opportunities. When planning and teaching for pupils with EAL needs, teachers consider the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative

activities. Pupils are encouraged to share languages with their peers. Teachers create a language rich environment.

At Monksmoor Park we place great emphasis on 'Talk for Writing' activities, which underpin the development of language for oral and written communication. Children are assessed termly using the 'Wellcomm' toolkit to identify vocabulary and speech and language barriers and interventions needed, vocabulary is also taught using the Word Aware programmes from Nursery onwards.

The school objectives are:

- To promote equality of opportunity and access to the curriculum for all EAL and minority ethnic learners
- To support and advise all staff in meeting the needs of learners with EAL in order to remove barriers to learning and maximise progress
- To raise awareness of and celebrate ethnic, religious, cultural and linguistic diversity

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and review the impact of this policy.

Legislation and statutory guidance

We are committed to anti-discriminatory practice and recognise learners' diverse circumstances. Learners with English as an additional language have access to the same opportunities as other non EAL learners within the school.

The school ensures that all learners follow the mainstream curriculum as appropriate to their phase and establishes provision in line with learner needs.

- Learners with EAL are taught in mainstream classes alongside their peers
- All additional intervention is allocated according to the needs of each individual
- If a learner is to have any additional support in school parents/carers will be informed
- The School recognises that most EAL learners needing additional support do not have a special educational need but, where there is an additional SEND need, EAL learners will have equal access to any support from the SENDCO– please see the Special Educational Needs and Disabilities Policy for further details of SEND provision
- If EAL learners are identified as Gifted and Talented in a particular subjects or subjects, they will have equal access to opportunities to stretch and challenge their learning and skills.

Roles and responsibilities

The education and support of learners with EAL is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

The school expects all learners to be taught within the mainstream classroom alongside their peers.

- Teaching staff will differentiate lessons as appropriate and necessary to meet the needs of learners with EAL, including providing additional challenge where required
- Teaching staff will consider the language demands of each new curriculum topic and provide appropriate Word Aware programme, stimuli and contextual clues to assist in the understanding of new and key subject specific vocabulary
- Teaching staff will provide regular opportunities for learners to develop communication, listening, speaking, reading and writing skills, using alternative methods of recording where appropriate
- The school will enable staff to undertake appropriate professional development to meet the needs of EAL and minority ethnic learners
- Teaching staff will monitor the progress of learners with EAL and minority ethnic learners and share any concerns with Phase Leaders / SLT Leaders/ /SENDCo as appropriate.

Recognising need and taking action

The admission to Monksmoor Park of learners with EAL follows the standard admission process

- A range of information will be sought in order to aid the transition to School, including details of country of birth, first language, any other languages spoken and educational background
 - Our own Nursery and Pre-school settings / primary school transition information is used to identify learners who may have additional EAL needs as well as parental information.
 - Learners will complete learning assessments on joining the school such as Reception baseline and, where appropriate, additional support will be investigated
- The school ensures that all learners are assessed to establish levels of learning and any subsequent areas of need.

Linked policies

Other policies related to EAL provision include:

- Admissions
- Special educational needs and disabilities
- Vocabulary
- Curriculum