

English as an additional language (EAL) Policy

POLICY STATEMENT

St Hugh's ("The School") is committed to the welfare and education of all its children, including those who speak English as an additional language (EAL). The term **EAL (English as an Additional Language)**, refers to learners whose first language (L1) is not English. A pupil's first language is not English when:

- ... *the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community ...* The Key¹

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty 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 require five years for academic English competence. Therefore all EAL pupils will need language support to achieve their full potential. The School recognises the additional linguistic and cultural challenges faced by these pupils. We are committed to enabling these children to access the curriculum and flourish as healthy, happy, successful individuals. This policy is applicable to all pupils, including those in the Early Years Foundation Stage (EYFS). It has been written with reference to:

- Relevant school policies²
- DFE guidance: 20113
- Bell foundation's EAL assessment framework (sep. 2017)⁴
- The Key¹

1. Aims and objectives

- All staff are responsible for implementing the EAL policy
- To ensure that all EAL pupils feel welcome, happy and valued within St Hugh's.
- To give all pupils the opportunity to develop the knowledge, understanding, skills and attitudes necessary to access all areas of the curriculum and for their self-fulfilment.
- To provide EAL pupils the opportunity to access all lessons/ activities and opportunities and overcome any barriers to learning and assessment.

¹ <https://schoolleaders.thekeysupport.com/>

² SEND policy, Curriculum policy, Equal opportunities policy, assessment policy

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183945/developing_quality_tuition_-_english_as_an_additional_language.pdf

⁴ <https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/>

- to support and develop pupils' abilities to communicate effectively both in speech and writing across all subjects.
- to develop pupils' appreciation and knowledge of British values and culture, whilst celebrating all cultures and promoting understanding, respect and empathy across the school.
- To develop a pupil's fluency in, knowledge and appreciation of the English language.
- To provide appropriate in-class or additional support to pupils with EAL, as required.
- To enable all staff to take responsibility for recognising and addressing the individual needs of pupils with EAL ensuring compliance with the Equality Act 2010.
- Help and train staff to be aware of, and be able to meet the needs of, pupils for whom English is an additional language (EAL).
- To plan whole school strategies to ensure that EAL pupils are supported in taking part in all activities.
- To work with parents to ensure a strong home-school partnership and to enable parents to make an active contribution towards the education of their child.
- Maintain an up-to-date register of pupils with EAL (iSams⁵)

2. Admissions and monitoring arrangements

The School aims to assess a child's EAL needs prior to entry, through parent disclosure, so that there are no barriers in the admissions process. Where this information indicates that the child may need support, an initial, informal assessment is made by the Head of EAL and the Head of Learning support. This will ensure that appropriate arrangements are in place when the child joins the school.

This will follow a graduated, needs-based approach:

1. Reasonable additional input or support as needed, monitor for any subject-specific difficulties
2. Requires ongoing monitoring by staff and Head of EAL. Additional classroom input/ differentiation and some adjustments/ ad hoc sessions needed

⁵ Isams- an online secure electronic system

3. Requires additional language support. The level of support will be recommended to pupils and parents following consultation with staff and an assessment of pupil needs.

Once the pupil has joined The School and has settled, there will be a more in-depth assessment, to evaluate possible support needs and specific areas of focus. The Head of EAL will maintain an EAL Register on iSams. This ensures that the correct strategies and support can be put in place. The Head of EAL will work with the pupils, parents and teachers to draw up an Individual Learning Profile (ILP) which will be distributed to relevant staff. The pupil will then be monitored throughout the year, through staff feedback, observations, academic attainment and standardised tests.

Pastoral care

The school has a special interest in the pastoral care of all EAL pupils and aim to help them achieve their potential within the school context. Children are monitored pastorally by their form tutors, the head of pastoral care and the Head of EAL.

4. Key Principles for Language Acquisition

The following points outline some of the key principles of language acquisition.

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language and visual cues are crucial to the teaching and learning in any subject
- Access to learning requires attention to words and meanings embodied in each curriculum area
- Meanings and understandings cannot always be assumed but must be explored
- All staff are crucial role-models in language usage
- Language is central to our identity. Staff must therefore be aware of the importance of pupil's home languages and build on pupil's existing knowledge and skills.
- Many concepts and skills depend on and benefit from a pupil having a well-developed first language. Literacy in their home language enhances subsequent EAL proficiency.
- Learners of EAL make the best progress within a whole-school context where pupils are educated with their peers.

5. Provisions

Provision for those with EAL is dependent on the language level of the individual. Reasonable provision will be made in collaboration with the class teacher and Head of EAL. This may take the form of differentiated work and activities, booster groups and individual 1:1 sessions. All children in our school follow the curricular requirements of the school.

We ensure access to the curriculum and assess by:

- Ensuring routines are established, with visual prompts and timetables used where applicable.
- Providing and utilising support through ICT, video or audio materials and dictionaries or translation facilities. Visual aids are also used to support understanding of key concepts and vocabulary .⁶
- Ensure that staff use a range of useful resources and strategies to help support pupils with EAL, such as: positioning the pupil at the front of the class with an individual with good language skills, practise new vocabulary visually and orally, paired activities or small group work and use appropriate scaffolding and differentiation within the lesson.
- Feedback is constructive and targets are appropriate and SMART (Specific, Measurable, Achievable, Realistic, Time-bound)
- A buddy/ mentor system may be used to provide peer support if appropriate
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community to develop their English skills.
- Staff to promote and encourage an inclusive multicultural learning environment.

6. Special Educational Needs and Disabilities (SEND)

We recognise that there is a clear distinction between pupils with EAL and those who have Special Educational needs. Whilst most pupils with EAL will not have SEND, there may be some who do and therefore staff need to remain vigilant to this possibility. We endeavour to ensure that any specific difficulties are recognised as early as possible and the pupil is given the appropriate support as required. Please see the separate Learning Support policy for further details.

7. Staff Development

The School recognises that staff may need to undertake professional development to ensure that the provision for EAL pupils is continually being appropriately met and addressed. In-house CPD is provided annually and additional training is provided where required.

Reviewed by EAL Coordinator and Head of Learning Support: June 2022

Next review date: June 2024

⁶ Some examples of this are: [Language nut](#), [British Council](#), [EAL HUB](#), [Linguascope](#) & [Duolingo](#)