

English as an additional language (EAL) Policy

EAL - The Ofsted definition of English as an additional language (EAL) refers to learners whose first language is not English. These definitions therefore cover the following pupils:

- *Pupils arriving from other countries and whose first language is not English;*
- *Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home;*
- *Pupils who have been born in the UK, but for whom the home language is not English;*
- *Pupils who have a parent who speaks a language other than English at home and the child communicates with them regularly in that language.*

EAL pupils have specific linguistic needs, but this should not be confused with special educational needs. "A pupil is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is, or will be, taught is different from a language (or form of language) which has at any time been spoken in his home." SEN Code of Practice

At St Mary's Primary CE Primary School, the proportion of pupils who have English as an additional language (EAL) is currently very low. All EAL learners in school are advanced learners and have been in English medium education since being in the Infants.

Aims of EAL Policy

- promote equality of opportunity for all learners for whom English is an additional language;
- deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language;
- aim to ensure EAL learners reach their full potential.

The Headteacher / SENCo will

- promote academic achievement by grouping EAL learners according to their cognitive level rather than English language level.
- ensure that language and literacy are taught within the context of all subjects.
- ensure that learners who are not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
- actively liaise with parents to help them to support their children's learning.
- facilitate parents' access to school life by providing dual language information and bilingual support, if necessary
- ensure that EAL pupils are assessed in their first language, where possible and where appropriate.
- seek first language assessment, when necessary, to ensure the accurate identification of SEN.

- monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- celebrate multilingual skills and promote linguistic diversity with all pupils.

Class teachers will

- be aware that some EAL learners already have good language and literacy skills in two or more languages; some are beginner EAL learners who have never learnt to read or write in any language and some pupils may have missed some or all of their education and have not yet fully developed the first language and literacy skills needed for primary school;
- promote and encourage the development of the children's first languages in order to support concept development and underpin their acquisition of English;
- provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate;
- use key visuals and other strategies to support children's access to the curriculum;
- use speaking and listening strategies to develop subject learning;
- allow students time to practise new language;
- use visual support of all kinds (diagrams, maps, charts, pictures, realia);
- plan for teaching and learning of subject-specific vocabulary;
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts;
- model writing for key text types and provide task specific word banks;
- provide access to online translating facilities, if appropriate.

Beginner EAL learners

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. We recognise that pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time. These pupils will be supported by targeted interventions to support their development.

This will enable them to develop oral fluency skills more efficiently and in context; feel part of the school and experience their full curriculum entitlement.

Advanced EAL learners

This group of pupils may appear to be fluent and competent in speaking and listening skills, but we recognise that they may still need specific EAL support in extended writing, subject specific vocabulary development and inferential reading skills if they are to fulfil their potential.

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Approved by: Rev Matthew Burns Chair of Governors

Person Responsible: Peter Kyles (Principal)

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