



EAL Policy

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

At The Peak Academy we aim to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

1. Roles and responsibilities

Senior Leadership Team:

- To lead and give a high profile to EAL.
- To ensure that parents and staff are aware of the school's EAL policy
- To provide relevant information to staff and parents/carers on EAL students.

Literacy Coordinator:

- To liaise with the EAL specialist to certify that EAL provision is appropriate and encompassing.
- To ensure the correct monitoring and development of the EAL Policy.

External EAL Specialist:

- To assess each EAL student's skill levels in English (in terms of reading, writing, speaking and listening) and discuss the results with the EAL and Literacy coordinators for evaluation and the organisation of any necessary EAL support.
- To give guidance and support to staff to set targets for students and plan appropriate work.
- To provide an Individual Education Plan (IEP) if required.
- To identify any learning difficulties that may be masked by English not being the student's first language, and liaise with The Intervention manager and Literacy co-ordinator.
- To monitor progress of all EAL students.

2. EAL teaching support

The school employs the following teachers with expertise in supporting pupils with EAL:

S Pollok – Assistant Head Teacher for Teaching and Learning

W Grant - Assistant Head Teacher for Behaviour J Buckingham – Interventions Manager

Their responsibilities include:

- The induction of newly arrived pupils.
- Conducting initial assessments of pupils with EAL.
- Ensuring classroom support is in place.
- Liaising with teaching staff.
- Advising on strategies to support and include pupils with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for pupils with EAL.

- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language National Examinations.
- Developing relationships between the school and parents of pupils with EAL.
- Securing and providing training to ensure staff development, including INSET.
- Acting as consultants to staff on equal opportunity and race equality issues.

3. The role of school staff members

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

4. Support

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of Induction sessions. These sessions focus on practical, everyday English.

During the induction period, typically lasting six weeks but varying dependant on pupils' progress, pupils will still take part in all lessons.

Teaching Assistant support is utilised as soon as the pupil is in the classroom environment. The pupil will still spend time with their designated Teaching Assistant on a daily basis.

5. Inclusion

The school utilises a strategy of Inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge.

- Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of pupils is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning.
- Work will be differentiated to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

6. Initial assessments

The school will undertake an initial assessment to understand pupils' English abilities in a manner that does not make the pupil feel isolated or inferior.

The assessment will be carried out using the form provided in Appendix 1.

Initial assessments are carried out by the teachers responsible for pupils with EAL, and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and the parents of the pupil may view the assessment at any time.

7. Classroom practice

Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability. Classroom activities will be matched to pupils' needs and abilities.

Teachers will consider common misconceptions and language barriers and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.
- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- Teaching Assistants to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity as appropriate.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid pupils with EAL.

Dual language textbooks are available and used where possible. Visual supports are utilised where possible.

Prior to any private tuition/one-to-one support, the pupil is informed of the purpose of the session and the objectives.

8. Access to the curriculum

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available.

9. Working with parents and carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive

discussions.

- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend meetings, reviews and Academic Tutoring Days.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

10. Special educational needs (SEN)

A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.

Pupils with EAL may have one or more types of SEMH and these will have been identified at an early stage.

Assessments and reviews of EAL and SEMH will involve EAL and SEND specialists. As appropriate, the school will arrange assessments in the child's language.

The school will ensure that the parents/carer of a pupil with EAL/SEMH are informed at every stage.

11. Monitoring progress

The monitoring of pupils' progress is shared between all teachers and Teaching Assistants.

Individual pupil profiles are updated following assessments and reviewed in line with the school assessment cycles.

12. Policy review

This policy is reviewed every two years by the teacher responsible for EAL pupils and the headteacher.

The scheduled review date for this policy is July 2021.

Appendix I - First Language Assessment Form

Pupil's name:	Language:
Assessed by:	Date:

Answer the following questions in relation to age related expectations:	Y/N
<p>Is the pupil's social/linguistic behaviour age-appropriate?</p> <p>Notes:</p>	
<p>Does the pupil understand a range of questions, instructions and a story, told in their first language?</p> <p>Notes:</p>	
<p>Is the pupil's speech clearly articulated?</p> <p>Notes:</p>	
<p>Is the pupil able to speak accurately at a social level?</p> <p>Notes:</p>	

<p>Is the pupil's vocabulary appropriate/sophisticated/limited?</p> <p>Notes:</p>	
<p>Does the pupil use correct grammatical structures?</p> <p>Notes:</p>	
<p>Can the pupil talk about the past, present and future using correct verbal forms?</p> <p>Notes:</p>	
<p>Do you have any concerns?</p> <p>Notes:</p>	
<p>Do you have any comments regarding the pupil's social interaction with you during the assessment?</p> <p>Notes:</p>	



<p>Can the pupil read and write in their first language?</p> <p>Notes:</p>	
<p>Can the pupil complete age-appropriate mathematics tasks with limited language context?</p> <p>Notes:</p>	