KALEIDOSCOPE
Multi Academy Trust

EAL (English as additional Language) Policy

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Statement of Intent

We feel passionate about all children feeling welcome and included when arriving at any of the schools in the Kaleidoscope Multi Academy Trust, whatever their educational or cultural background. We aim to make any child feel included from the moment that step through the entrance gate in all aspects of school life taking into account each pupil's needs and experiences. Our inclusive attitude towards learning ensures that pupils feel valued and able to express themselves in both their home language and English. We work hard to meet the needs of all pupils with EAL and ensure they access the curriculum and enable them to make good progress. Each school works closely with new parents through admissions and induction offering information and advice to ensure they understand how they can support their child and family within school and in the wider community.

Definition

EAL is defined as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

EAL children may be:
• Newly arrived from a foreign country and school
• Newly arrived from a foreign country, but an English-speaking school
• Born abroad, but moved to the UK at some point before starting school
• Born in the UK, but in a family where the main language is not English
• Seeking Asylum or have refugee status
EAL children will need varying levels of provision so that they can access all aspects of the curriculum

Legal frameworks followed:

This policy bears due regard to the following statutory guidance:

DfE 'Statutory Framework for the Early Years' (September 2021)

DfE Departmental advice 'The Equality Act 2010 and Schools' (May 2014)

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school;
- To give all pupils the opportunity to overcome any barrier to learning and assessment;
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum;
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential;
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English;
- To encourage and enable parental support in improving children's attainment.

1. Roles and responsibilities

1.1 Office administrator

To obtain, collate and distribute information on new pupils with EAL to members of staff as appropriate using the admissions form and plan and organise timely transitions.

1.2 EAL Coordinator

- To oversee initial assessment of pupils' standard of English;
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school;
- To give guidance and support in using the assessment to set targets and plan appropriate work;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL
- To ensure that relevant information on pupils with EAL reaches all staff;
- To ensure that all involved in teaching EAL learners liaise regularly;
- To monitor standards of teaching and learning of pupils with EAL;
- To report to the Head on the effectiveness of the above and the progress of pupils;
- To monitor progress and identify learning difficulties that may be masked by EAL;
- To work with families to ensure that integration and inclusion takes place throughout the school
- To ensure that parents and staff are aware of the school's policy on pupils with EAL;
- To establish training in planning, teaching and assessing EAL learners for all staff;
- To ensure that challenging targets for pupils with EAL are set by class and subject teachers and are met.

1.3 Class/Subject Leader

- To be knowledgeable about pupils' abilities and needs in English and other subjects; To use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping;
- To alert the EAL Lead of any EAL concerns in their specific class;
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- Keep up to date with the latest best available evidence-based research and attend training when relevant and appropriate.

2. Procedures

2.1 School/Class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Foster inclusion across the school through displays, signs, translation.
- Recognise the pupil's home language; boost the pupil's self-esteem. Remember, they have the potential to become a bi-lingual adult. Identify the pupil's strengths.
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. Support may be necessary beyond the time a pupil appears orally fluent.

2.2 admissions

Parents will receive a school's admissions form that collates all details of the pupil and family including specific EAL criteria.

A recognised language information pamphlet will be given to parents in their first language (where available)

2.3 Induction

Pupils with EAL will be given an induction to the school on arrival or by pre-arranged visits. The induction will consist of:

- A meet and greet with their teacher
- A show around of the classroom and school
- A meeting with the EAL coordinator to gather further information for the pupil profile as well as given any advice.

2.3. Assessment

- The office administrator flags any pupil with EAL on joining the school.
- The pupil's competence in English in relation to the NC standards and expectations is assessed by the EAL Lead or class teacher within the pupil's first four weeks in school, using school specific steps in Listening and Understanding, Speaking, Reading and Writing.
- A tracking map for EAL band A and B pupils details class strategies and the support put in place.

2.4 Access and Support

- Pupils will follow the full school curriculum. In exceptional cases, a pupil will have a personalised curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning.
- EAL pupils will be supported through various means of differentiation within lessons including translation devices. In some instances, additional support may be provided

by a Teaching Assistant or other adult, either within lessons, outside of lessons or through withdrawal from lessons.
- Where necessary, for older pupils or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

2.5 Teaching and learning provision

- Teachers will help pupils learn English as an additional language in a variety of ways: Show differentiated work for EAL pupils in planning.
- Have high expectations; expect pupils to contribute and give more than one-word answers.
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Recognise that EAL pupils need more time to process answers.
- Allow pupils to use their home language to explore concepts.
- Give newly arrived young pupils time to absorb English.
- Group children in the class to ensure that EAL pupils hear good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another.
- Give EAL pupils and teachers access to appropriate translation apps on iPads to support their learning and teaching.
- Use pictorial illustrations and demonstrations where appropriate to support learning.
- Access a full range of EAL support materials i.e. The Bell Foundation

2.6 Education and Wellbeing provision

Teachers, support staff and pastoral leaders play a pivotal role in identifying and supporting vulnerable pupils, both with and without specific language needs. Meetings of teachers and pastoral leaders identify pupils with EAL and ensure that appropriate support/provision is put in place as swiftly as possible. Extended pastoral support for pupils is implemented to improve their emotional and social development in the following ways:

- There are always opportunities for pupils to talk with their teachers to help to build their social skills, self-esteem, confidence and resilience.

- Pupils who have EAL are encouraged to be part of school groups such as Green Unicorns and to apply for positions of responsibility.
- Pupils who have EAL are also encouraged to be part of after-school activities to promote teamwork/building friendships, resilience etc.
- Any pupil concerned about bullying can share their concerns with a trusted member of staff.

2.7 EAL and SEND

Pupils with EAL can also have SEND needs. The SENDCO will be informed of any SEND needs from the administration process and put suitable provision in place. This will be monitored and uploaded onto the Provision Map.

The SEND duty of care extends to all pupils and the provision will take into account the needs of pupils with EAL including working collaboratively with external agencies.

2.8 Early Years

In the Reception classes, the curriculum helps pupils learning English as an additional language by:

- building on the child's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- where possible, providing bilingual support to extend vocabulary;
- where possible, providing a variety of writing in the child's home language as well as in English;
- where possible, providing opportunities for children to hear their home languages as well as English.

3. Family engagement and partnerships with the wider community

Parent understanding is pivotal for a pupil to achieve. The EAL coordinators will work with the families of pupils with EAL to ensure that they are not disadvantaged in any way regarding policy and procedures of the school. The use of translation devices will be used to ensure clear communication at all times.

The schools will aim to:

- Support the home language maintenance within the school
- Include the families using EAL in the school community
- Encourage and develop links with the wider community supporting families using EAL.

4. Monitoring and reviewing of the policy

This policy will be monitored and reviewed by the Executive Lead for EAL annually.

5. Links to other policies

Safeguarding

SEND and inclusion