Oakwood School
English as an Additional Language (EAL) Policy

This policy applies to the whole school, including the EYFS

CONTENTS:

Definitions:

"EAL"   English as an Additional Language

"SENCO"   Special Educational Needs Co-ordinator

"TA"   Teaching Assistant

1   Introduction

1.1   In our school all our children are important, and this applies to all aspects of their education to include their teaching and learning, their achievements, their attitudes and their well-being. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences. Oakwood does not normally admit pupils with no knowledge of English.

1.2   A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.

1.3   Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

1.4   Research suggests (despite some commonly-held beliefs to the contrary) that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. Oakwood recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2   Aims and objectives

2.1   Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

2.2   The aim of this policy is therefore to help ensure that we meet all the needs of those children who are learning English as an additional language.

3   Defining EAL

3.1   An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils 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 England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

3.2   EAL pupils will need varying levels of provision. For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

Level 1: silent period / beginner learner
Level 2: basic interpersonal communication skills (BICS)
Level 3: socially competent and starting to communicate more efficiently in an academic setting
Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum
Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement

4   Teaching and learning style

4.1   At Oakwood, our teachers use various methods to help children who are learning English as an additional language:

4.1.1   Developing the 4 areas of English, ie. speaking, listening, reading & writing by:
- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used (this includes labels around the classrooms where necessary);
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;
- providing good role models within the classroom (both adults and children);
- giving individual children specific termly targets covering these areas, which are monitored by the SENCO.

4.1.2   Ensuring their access to the curriculum and to assessment by:
- using texts and materials that suit their ages and learning stages;

- providing support through the use of computers, video and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

5   EAL and inclusion

5.1   In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

5.2   We may withdraw children from lessons to receive EAL support.

5.3   In the EYFS we provide opportunities for children to develop their English, and we provide support to help them take part in activities whilst supporting and valuing their first language.

5.4   The EYFS helps children learning English as an additional language by:
- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing good speaking role models in both adults and children;
- providing good examples of written English through the use of classroom labels.

5.5   We adjust the tasks for EAL children to recognise their circumstances and to meet their specific needs in English, which are as follows:
- enhanced opportunities for speaking and listening;
- effective models of spoken and written language;
- a welcoming environment in which they feel confident and can contribute;
- a recognition of the role played by the first or home language in the development of English, and the importance of it in the child's life and heritage;
- ways of helping them to cope with the various areas of learning.

5.6   See appendix for details about the school's EAL induction procedures and intervention strategy.

6   Welfare provision

6.1   Whilst the welfare of all our children is equally important, our pupils with EAL require additional support in order to cater for their happiness and general well-being.

This is achieved in a variety of ways:
- For Early Years children, details of each child's cultural background is collated via the issuing of our 'multicultural letter' when they first arrive at our school. Information about their specific needs and home language is therefore gained at an early stage and our teachers are able to plan accordingly;
- Children with EAL are allocated a special friend who makes them feel welcome, shows them around and helps them to integrate with other children;

- We employ staff who come from a wide variety of different countries and can therefore speak many languages. Their support can be drawn on as and when required;
- We encourage parents of EAL children to arrange play dates with lots of different children in the class;
- Our class couples have the specific responsibility of welcoming all new families into the school. They are able to introduce them to others, thereby encouraging friendships between the children and helping them to settle into the class environment;
- Situations are facilitated by staff or class couples putting families who speak the same language in contact with each other.

7 Assessment for learning

7.1 The assessments carried out allow us to identify whether any special arrangements are required for our children who are learning English as an additional language. If necessary, individual targets can then be set.

7.2 We record their attainment and progress according to agreed school procedures.

7.3 For further information about EAL, the SENCO and teachers may wish to refer to the Common European framework of reference for languages at http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

8 Monitoring and review

8.1 It is the responsibility of the Head and SENCO to monitor and evaluate the effectiveness of this policy.

8.2 This policy will be formally reviewed every two years, however it will be amended earlier if legislation or school procedures change prior to that time.

Signed: **C Candia**

This policy will be reviewed every 2 years	
Title	EAL
Version	4
Date Created	13 June 2018
Author	Ciro Candia, Head
Approved by SMT	Yes
Approval/Review required by PACT or sub-committee	Yes
Latest Review (state whether changes were made)	Yes
Next Review Date	Summer 2020

EAL Induction Procedures and Intervention Strategy

Named co-ordinating staff: SENCO

Stage 1 ‑ Induction

Actions:

1. Provide with timetable and reading record (infants) or homework diary (juniors)
2. Introduce to key staff, particularly class teacher, tutor (juniors), TA (if applicable), office (first aid)
3. Identify 'support areas' for social times, eg. playground, lunch in hall, oratory
4. Introduce to buddies & peer mediators
5. Explain school policies & routines
6. Watch List and meetings with teachers ensure that needs of EAL pupils are closely monitored.

Checks:

➢ Clarify they have correct equipment
➢ Confirm they know where the cloakrooms are
➢ Check pronunciation of pupil's name
➢ Try to gain any further information on subjects previously studied, any additional or special needs, hobbies & interests
➢ Confirm contact details for home – and school

Stage 2 ‑ Initial language assessment

Actions:

1. Learning support, based on initial assessment
2. Individual pupil profile sent to specialist teachers & tutor (if applicable)

Stage 3 ‑ Pupil Review meeting

Actions:

1. Review of progress based on intervention of EAL support teacher and EAL intervention in individual lessons
2. Targets set for pupil to be reviewed at next meeting between class teacher & SENCO