



St Richard's CE Primary School

English as an Additional Language (EAL) Policy

This policy was reviewed:	Autumn 2023
This policy will be reviewed again:	Autumn 2027
This policy will be reviewed by:	Curriculum Committee
Statutory policy:	No
Source:	Governing Body

Our School Vision

We aim to enable every child to flourish in their potential as a child of God, to achieve without limits and to become an agent of change. We are committed to fostering good mental health and wellbeing for our whole school community. Our school is completely inclusive and distinctively Christian.

EAL Co-ordinator	Julie Singleton
Purpose of Policy	To identify the approach to supporting pupils with EAL at St Richard's CE Primary School
Consultation	Staff and governors
Links to other documents	Equalities and Diversity Statement, British Values Statement, all subject policies, feedback and marking policy, assessment policy

Aims and Objectives

- To raise awareness of the needs of children who have English as an Additional Language (EAL)
- To outline how we, as a school, provide support to newly arrived children with little or no English
- To set out how class teachers support children to access the curriculum in class and the adjustments that are put in place for them
- To outline the different interventions that we use to help children acquire English
- To describe how English language proficiency is tracked and assessed by teachers

Definition of English as an Additional Language

National data on the numbers of pupils who use EAL in schools in England is gathered via the school census. The Department for Education (DfE) records a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English.' This means that if a pupil is identified as using EAL when they start school at 3-5 years old, they will continue be recorded as an EAL user throughout their education and their life. (*The Bell Foundation, 2023*). EAL children may be:

- Newly arrived from a foreign country and/or 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

Context of EAL at St Richard's

St Richard's represents a diverse community where currently 32 languages are used by pupils in addition to English. A significant number of our staff team also speak at least one other language as well as English. We believe that these languages should be celebrated and encouraged. Currently we have 63 EAL children on roll in our classes from Acorns to Year 6. Proficiency in English ranges from Code A (Beginner) to Code E (fluent) using the Hounslow Language Service (HLS) assessment and tracking tool. EAL children present with a variety of different language and educational needs including:

- Those with no English and no previous experiencing of schooling
- Those with no English but who have been to school in another country and are literate in their home language
- Those who speak a good level of English but struggle with written English tasks
- Those where who may have learned English formally at school in their home country but lack conversational skills.
- Those who are born in the UK and who are fluent in their home language but have no or little English

We believe that:

- Bilingualism and multilingualism are an asset; children who use more than one language have valuable skills. Language is central to our identity and therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible and appropriate as this helps them to feel secure.
- Using languages children already know supports both access to the curriculum and proficiency in English. Knowledge and skills developed in learning the first language, aid the acquisition of additional languages including English.
- Children's proficiency in English is closely linked to academic success. Consequently we are committed to offering all EAL children cognitive challenge and maintaining high expectations for them, including those arriving with little or no English.
- EAL children learn to speak, read and write in English through immersion in a broad, rich and balanced curriculum. EAL learners make the best progress when educated alongside their peers within the classroom.
- Language development is promoted through the consistent use of rich language in the classroom, provision of additional teaching for English acquisition and to support access to the curriculum, ICT and visual prompts and supports.

8. Identification and Assessment

Children are identified as having EAL in a variety of ways including:

- Information gained from the application form
- Information gathered from the parent/carers at our induction meeting
- Information from the child's previous school and teacher/s where possible
- Information gathered from initial assessments and observations by teaching staff

At St Richard's we use the Hounslow Language Service (HLS) assessment tool, "Assessing proficiency in English for Pupils with EAL." Competence in English is categorised on a five point scale using the HLS codes which are closely aligned to the Department for Education's EAL classification codes:

HLS Proficiency in English description	DfE Code	Proficiency in English DfE description
Beginning	A	New to English
Emerging	B	Early Acquisition
Developing 1 Developing 2	C	Developing Competence
Consolidating 1 Consolidating 2	D	Competent
Fluent	E	Fluent

Teachers update their assessments in partnership with support staff, parents and the Inclusion Manager. This is carried out twice yearly in October and June.

9. On arrival at St Richard's

When a child with EAL is enrolled at St Richard's, the Inclusion Manager is alerted and the parent/carer is invited to a meeting prior to their child's start date. The purpose of the meeting is to gather useful background information relating to the child's prior experience of education, the home language/s spoken, proficiency in those languages and also proficiency in English if it is spoken at all. This meeting provides a useful opportunity to learn more about the family's circumstances and the child's abilities and interests as well as to ascertain whether there are any health or SEND needs identified.

The information gathered at the parent/carer meeting is then passed onto the child's class teacher who will organise:

- Survival visuals using widget if required
- Suitable seating arrangements close to the teacher or support staff
- A buddy who may speak the same language as the new starter or if not, a child who can befriend them and provide support while they settle in

- A tour of the school to help the child orientate themselves and feel settled
- For any baseline, literacy or maths assessments to take place

EAL Provision

We recognise that learners with EAL have a dual task at school: to learn English (language) and to learn academic subjects *through* English.

Teachers have responsibility for ensuring that children can participate in lessons alongside their English speaking peers.

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning.

All staff have been trained in the use of simple strategies such as pre-teaching vocabulary for the curriculum, offering language structures to support written answers including substitution tables and using strategies such as ‘recycled language’ activities to help children to access the curriculum.

Small group and 1:1 intervention is offered to children to learn and improve their English through topic related activities and games and extra reading and phonics support.

Small groups are offered to promote language skills including School Start and Time to Talk.

Racing to English and Learning Village are also used to help children acquire aspects of English language. Withdrawal for intervention from the classroom is kept to a minimum and there are no ‘parallel’ English classes for EAL pupils.

Children are provided with a dual language dictionary where appropriate.

School resources, including books in the library and equipment in the Early Years will reflect cultural diversity and be in a variety of home languages.

EAL and Special Educational Needs/Disability (SEND)

A clear distinction should be made between EAL and SEND. At St Richard’s we closely monitor inclusion data and are confident that pupils with EAL are not over represented on our SEND register.

Most EAL pupils needing additional support do not have SEND, however, they may require additional interventions set by the class teacher to develop their vocabulary and grammatical accuracy as described above.

EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

Where concerns arise over the progress or presentation of an EAL child we will:

- Liaise closely with the parents/carers to gather further information.
- Offer an increased level of support and intervention and monitor how the child responds to intervention.
- Seek support from the HLS and arrange for a home language assessment to be conducted. This will establish if English is the main barrier to progress or if there could be an additional need underlying.
- Should SEND be identified, EAL pupils will have equal access to the school's SEND provision in addition to the EAL provision to which they are entitled.

Parental and Community Involvement

We strive to offer a warm welcome to EAL children and families and include them fully within our school community. We do this through:

- Holding an in person induction meeting with the Inclusion Manager.
- Arranging for translation in meetings where appropriate.
- Taking the time to explain, in person, communications from the school where required
- Signing posting parents to other services such as Learn English at Home (LEAH)
- Hosting an ESOL programme run by LEAH in 2022-23
- Holding different events and themed days which allow children to learn about other languages, countries, cultures and food
- Celebrating the achievements and progress of EAL children in our Rejoice assemblies
- Promoting an understanding of the issues around migration and helping children to develop empathy for those who maybe refugees, for example through Refugee Day activities in June 2023
- Ensuring that staff have a good understanding of key cohorts moving to our local area, for example those coming to the UK from Hong Kong and Ukraine
- Hosting the Ukrainian school on school premises at weekends