



## **Farnborough Road Infant School**

### **English as an Additional Language (EAL) Policy**

*'Learning, Caring and Achieving Together'*

#### **Introduction**

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage all of our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs. Farnborough Road Infant School is an inclusive school which recognises and addresses the needs of EAL pupils as it does the specific needs of all pupils. The current EAL Leader is also the Inclusion Leader in school. The school supports pupils identified as EAL by providing a range of stimulating and creative learning experiences, by closely monitoring and assessing progress and attainment, and by providing additional intervention support if this is required.

#### **Aims of EAL provision**

The National Curriculum secures entitlement for all children giving them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary to develop as responsible citizens. The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

We aim to raise the attainment of our EAL pupils by:-

- Closely monitoring standards of teaching and learning of all pupils, including our EAL pupils
- Analysing relevant school data for improvement purposes
- Giving pupils with EAL equality of access to the curriculum through the use of Quality First Teaching strategies (see Teaching and Learning policy)
- Work closely with class teachers to ensure effective and appropriate support throughout the school
- Providing pupils with EAL opportunities to hear and read good models of English language and extend their knowledge and use of vocabulary.
- Understanding that sometimes the receptive language of our EAL pupils may be in advance of their expressive language
- Providing additional in-class and withdrawal interventions for these pupils where necessary.
- Developing an understanding of and valuing pupils' home languages and cultures.
- Using visual and auditory resources
- Identifying and assessing pupils with EAL to establish their needs and progress. (see Assessment Policy)
- Managing resource materials and equipment to ensure sufficiency and adequacy
- Liaising with Inclusion team in identifying pupils who may additionally have SEN needs. (see Learning Support Policy)
- Identifying more able and talented EAL pupils
- Liaising closely with parents of our EAL pupils

## **Key Principles for Additional Language Acquisition**

The school takes account of these principles.

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- Teachers have a crucial role in modelling uses of language.
- All pupils have entitlement to the National Curriculum.
- The school is committed to the principles of inclusion.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language which enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

## **Identification and assessment**

- Parents are asked to inform school of any language needs their child may have on entry to school.
- In addition to this, staff working alongside pupils, identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data including:
  - Early Years Foundation Stage Profile
  - Teacher assessment
  - Attendance and behaviour monitoring
  - School's own tracking systems (linked to National Curriculum)

## **Methods of working**

These will be flexible according to the needs of the pupils but may include:

- In class support for individuals and small groups.
- Developing appropriate resources.
- Pre tutoring opportunities and/or consolidation of work if this has been identified as a requirement to support learning
- Providing advice and training for other staff members.

## **Strategies**

Farnborough Road Infant school staff use appropriate strategies in line with the child's development. Access to outdoor provision is often used and opportunities for speaking and listening are embedded in the Foundation and Key Stage 1 curriculum.

School aims to develop spoken and written English by:

- Ensuring access to the curriculum and to assessment by using accessible texts and materials that suit children's ages and levels of learning.
- Ensuring that vocabulary work covers the technical as well as everyday meaning of key words and idioms
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways in which English is used
- Ensuring effective opportunities for talking, and that talking is used to support writing.
- Providing support through IT
- The use of effective adult and peer role models
- Additional visual support eg visual timetables, behaviour prompts of 'good sitting, good looking', pictures, objects demonstrations, use of gesture etc

- Opportunities for role play.
- Praise and encouragement helping to develop confidence and self-esteem. (Behaviour & Relationships Policy)

### **Planning, Assessment, Monitoring and Evaluation**

Information is gathered about:-

- The pupils' linguistic background and competence in other languages.
- Pupils previous education and schooling experience
- Pupil's family biographical and culture background.
- Pupils' level of English is identified
- Staff regularly plan, observe, assess and record information about pupils' progress.(see Teaching and Learning/Assessment Policies)
- Data analysis is carried out to monitor the progress of EAL pupils and if required appropriate support is then allocated.
- Staff share planning with support staff to discuss pupil progress, needs and provision.
- Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for all individual pupils. These targets are reviewed on a regular basis.
- The school analyses EAL/Minority Ethnic pupil achievement and evaluates the effectiveness of additional support in terms of pupil progress.
- When appropriate/necessary contact will be made with the LA or curriculum helpline for specific guidance – in addition to that given in the "Assessment and Reporting Arrangements" documentation.
- The Head Teacher and the Senior Leadership Team closely monitor EAL pupils' progress and attainment in line with the school's Assessment Policy.

### **Home-school links**

We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns
- Ensure shared knowledge and support via review meetings and parents evenings
- Promote a multi-cultural understanding in school.
- Take into account parent's knowledge, views and attitudes
- Consult with and involve parents at all stages of their child's time in our school
- Provide parents with information on school policy, support and services provided by the school and the LA
- Enlist the help of parents with home activities designed to reinforce work in school
- The school is aware of obstacles to communication that may arise for some pupils and families with EAL and can seek advice and support to overcome these from Complementary Education Sefton Children's Services. We respect the right of carers to seek independent advice and support. We are committed to equal opportunities for all, irrespective of race, gender, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

### **Special Educational Needs and Gifted and Talented pupils**

The school recognises that most EAL pupils needing additional support do not have Special Educational Needs (SEN). However, should Learning Support needs be identified during assessment; EAL pupils will have equal access to school Learning Support provision.

Similarly, the school recognises that there may be EAL pupils who are more able or talented even though they may not be fully fluent in English.

### **Professional development**

- Staff are provided with opportunities for training on EAL as and when courses become available to extend their knowledge and understanding and enhance their skills:
- Learning Support staff work closely with EAL pupils and with Complementary Education in order to access information and training, so that the outcomes for our EAL pupils can be improved

This contributes to the development of good practice and the raising of achievement within the school.

### **Use of ICT**

ICT is a central resource for learning in all areas at Farnborough Road Infant School and is used when relevant for meeting the needs of EAL pupils.

### **Resources**

- The school seeks to purchase resources which reflect different ethnicities in their language, visual images and content.
- The school can access EAL resources from Complementary Education Children's Services Sefton.

This policy will be reviewed regularly.

### **Updated January 2024**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_ **Headteacher.**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_ **Chair of Governors.**