

# Highfield CE Primary School

## EAL Policy 2024



Approved by:

FGB

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“A new command I give you: Love one another. As I have loved you, so you must love one another.”

*John 13:14*

## 1. Introduction and vision statement

a) **Introduction:** This policy states the school’s approach towards identification of and meeting the needs of children who have English as an Additional Language. This policy applies to all children (including their parents), from our Early Years provision to Y6.

### b) Vision statement:

At Highfield CE Primary School we believe that language is a key part of a child’s identity and therefore the aim should be to embrace the many languages spoken by students at the school. The aim should be to create multi-lingual students and classrooms where students feel welcome, safe and included. Children should be given opportunities to use their own-languages as well as the language of instruction both inside and outside of the class. We also believe that EAL children learn to speak, read and write in English through immersion in and full access to a broad, rich curriculum. EAL learners make the best progress within a whole school context, where children are educated with their peers.

## 2. Context:

a) **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)

The term EAL is broad and covers a wide and diverse section of pupils from a wide range of different starting points and backgrounds.

- EAL children may be but not limited to:
- 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

b) **Highfield CE Primary School:** As of Spring 2023 Highfield CE Primary School has children who are exposed to/speak over 40 languages. As a percentage of the school EAL students make up 25 % of our current cohort however this number has continued to grow in recent years. Traditionally EAL students at Highfield CE Primary School have fallen into categories D (competent) and E (fluent) however this picture is changing and we are now receiving a greater number of pupils who are assessed as A (new to English) B (Early acquisition) and C (Developing Competence) Research tells us these students will require greater support to ensure they have the opportunity to fully access the curriculum and achieve their potential.

## 3. Identification and Assessment.

a) **Introduction:** Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil. We will assess children’s use of language through:

- Information from the application form;
- Information from parents/guardians;

- Information from initial assessments and observations
- Information from the previous school.

Assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil. After three weeks of attending the school, the EAL coordinator will carry out an assessment using the assessment tracking document. This will be done using all of the information collated above.

- b) Carrying out assessment:** After the initial assessment, termly assessment of level of language acquisition will be carried out by the **Class Teacher** to ensure that given challenging bespoke targets to accelerate progress are in place. Where appropriate and possible, required interventions such as phonics are personalised, time limited and are monitored to ensure accelerated progress.

In assessment of EAL children, knowledge of English is categorised on a five-point scale using the Bell Foundation's EAL assessment toolkit. Each child will be assessed in the four areas of, reading, writing, speaking and listening. The five-point scale is as follows:

**A: New to English:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

**B: Early acquisition:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow Claire Jones February 2021 narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**C: Developing competence:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

**D: Competent:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

**E: Fluent:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

**N: Not Yet Assessed** is also available for use where the school has not yet had time to assess proficiency.

- c) Responsibility:** It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL children in their class whilst they are in their care.

The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages). As a result of the assessment all EAL children should have linguistic targets as well as their curricular targets which will be the responsibility of the class teacher to monitor and update.

#### **4. On arrival at Highfield CE Primary School:**

At the initial meeting/visit to school with the Head teacher, EAL coordinator will be present. Families will be offered support if required for school uniform. All children who are EAL will receive:

- A welcome pack, in the family's home language (where possible), including information needed for school and on local services such as children centres, housing, general well-being, free dental and medical care etc.
- An induction programme to include:
  - A learning buddy for the child (someone in the class / someone in school who speaks the child's language)
  - A tour of the school - Signs with dual language using Communicate in Print will be created before the child joins the class
- The class will be told about the child before their start date.

#### **5. Teaching and Learning of EAL students**

- a) As much as possible EAL children will be educated alongside their peers, following the broad curriculum. Children in categories A and B may need intensive language acquisition interventions when they begin but this should be done alongside exposure to the curriculum and this intervention should be focused and specific.

Children will be provided with aids to assist in language acquisition and understanding in the classroom including but not limited to:

- translation software (google translate, Say Hi)
- language buddy (where another student is able to translate)
- bi-lingual dictionaries
- bi-lingual glossary's for subject specific vocabulary

- b) Planning: Where applicable, planning should show clear adaptation to ensure EAL students can access the learning as best as possible. Planning may also include:

- opportunities for children to discuss learning in own languages.
- opportunities for children to do learning in own languages for example researching in home language and using this to create a poster or presentation in English.
- key word bi-lingual glossaries at the start of new topics.

- c) Classroom organisation: Classrooms should be inclusive and welcoming environments in which all students feel welcome and included. Teachers may choose to include:

- Labels of key equipment/areas in languages spoken by the students.
- Displays to celebrate the diverse languages and cultures of the class.
- Seating EAL students with students they share a language with to allow for linguistic inclusion as well as support.

- d) Supporting high-achievers- some students who arrive may be high achievers in their home language. It is important that this is recognised by all teachers and that they are provided with tools to reduce the barrier of language and allow them to use their greater cognitive abilities.

- e) EAL assessment to inform teaching and learning: It is important that the findings of the assessment tool inform planning for individual EAL students in terms of planning, delivery and content.

### **8. Monitoring and Recording:**

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL children in their class whilst they are in their care.

The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

### **9. Special Educational Needs and Differentiation:**

It is important to note that there is a clear distinction between SEND and EAL. With EAL students it is a language barrier rather than a cognitive barrier however difficulty understanding the language of instruction may impact upon EAL student's ability to meet the success criteria and/or learning objective of each lesson.

Some EAL children may have a special educational need and, in such cases, children will have equal access to school SEND provision, in addition to EAL support.

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

### **10. Children who are Looked After:**

Unaccompanied Asylum-Seeking Children (UASC) and those children from asylum seeking/ refugee families, who are in care, are identified by the designated teacher for looked after children and provision reflects their linguistic and cultural diversity and additional challenges experienced by the identified learners. Funding allocation also reflects this additional need.

### **Linguistic Support for Looked After and Asylum-Seeking Children**

The school will provide targeted EAL support to unaccompanied asylum-seeking children and those in foster care. This includes:

- **Assessment:** Initial language and educational assessments upon admission.
- **Support Plans:** Tailored language support, including one-on-one sessions, small groups, and peer mentoring.
- **Emotional Support:** Trauma-sensitive approaches to ensure emotional wellbeing.
- **Monitoring:** Regular progress reviews and adjustments to support.
- **Collaboration:** Close coordination with foster carers, social workers, and external agencies.

### **11. Communication with parents:**

Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed a professional interpreter will be used. This will also apply to multi-agency meetings.

### **12. Resources:**

The NALDIC website <https://naldic.org.uk/>

The Bell Foundation website <https://www.bell-foundation.org.uk/>

**13. Links to other policies**

This policy links to the following policies:

- Special Educational Needs Policy
- Children who are Looked After Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Assessment and Learning Policy