



# Pilgrims School

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## English as an Additional Language (EAL) Policy

September 2023

Next review date: September 2024



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims, Kindergarten and Pre School) and Pilgrims Main School.

## **Policy Statement**

Pilgrims School recognises that cultural and linguistic diversity is a rich resource in any school. We are committed to providing the highest standard of education and take into account each child's life experiences. Support is provided where necessary to enable all children access to the curriculum and to ensure that they are able to participate fully in all school activities.

We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident and able to understand the school's expectations and values.

## **Definition**

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are bilingual, multilingual and at various stages of learning English. This may include pupils who have:

- 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 before starting school;
- Born in the UK, but in a family where the main language is not English.

At Pilgrims approximately 26% of children have English as an additional language and 5% of our children have been identified as having English as a second language. This covers a wide range of languages including: Italian, Polish, Russian, Spanish, Hindi, Gujrati and Chinese. In addition, we have a number of pupils where although English is their first language they are a member of a multilingual family.

## **Aims**

- Create a welcoming, nurturing, inclusive and safe environment.
- Celebrate the home language/s.
- Provide all pupils with opportunities to overcome barriers to learning.
- Welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school.
- Ensure that EAL pupils are supported in taking part in all activities.
- Support EAL pupils to acquire conversational fluency in their use of English and develop full academic proficiency, speaking and listening, reading and writing in English so that they are able to fulfil their social and academic potential.
- Identify and maximise opportunities for development; role model English, expand on telegraphic phrases, use a commentary style, increase vocabulary, give time to respond.
- Work in partnership with parents.

## **Admissions**

Parents are required to complete a registration form providing details of home language(s) understood / spoken. This information is recorded in iSAMs and shared with key persons and class teachers to inform teaching and may highlight the need for any additional support.

## **Teaching and Learning**

English is best learnt through the curriculum and EAL pupils should be encouraged to take part in all class activities. Everyone in the school is therefore responsible for encouraging and supporting pupils with EAL to become fluent and proficient English speakers.

Key persons and teachers are responsible for developing strategies to support language development and plan lessons with appropriate levels of differentiation to support EAL pupils within their class.

Assessments are undertaken to identify initial levels of support required. Each child's progress is monitored by the class teacher or key person in partnership with the parents. Where additional support is required the class teacher or key person completes a 'Record of Concern' form providing examples and observations. An Individual Provision Plan (IPP) is then produced focusing on language learning opportunities. There may be times when it is appropriate for a pupil to be withdrawn from a lesson to receive focused support.

## **SEND / Able, Gifted and Talented**

Learning an additional language may make accessing the curriculum more challenging. However, EAL children should not be considered as having learning difficulties purely because their first language is not English.

Should SEND be identified; EAL children will have equal access to the school's SEND provision in addition to EAL support. Bilingual children can still have speech, language and communication needs (SLCN). If there are speech and language concerns, the child's language skills will need to be accessed in their home language.

Equally, EAL pupils considered more able or to have an individual talent will have the same opportunities offered as other children identified as Able, Gifted or Talented. EAL pupils with a special educational need or identified as being Able, Gifted or Talented will be assessed and monitored following procedures outlined in the school SEND or Able, Gifted and Talented Policy.

## **Strategies**

Teachers and Key-Persons will:

- Celebrate the home language.
- Work in partnership with parents to gather information on the child's language use i.e. simultaneous or sequential, who uses language at home, how languages are used, do parents have any concerns about how the child is using the home language, how many words do they have in their home language etc.
- Discourage parents from switching between home language to English, however encourage the use of English for homework tasks or set activities.

- Recognise the stages of sequential learning - newly arrived children will require time—there may be continued use of the home language, followed by a silent/non-verbal period when children understand more English than they use. This is followed by the early production stage - telegraphic and formulaic language (single words and phrases) and then the speech emergence stage – longer phrases but still dependent on context and finally the intermediate fluency stage – use of more complex language and vocabulary.
- Plan activities that have clear learning objectives to support language development using appropriate materials and resources to enable all pupils to participate
- Build on pupils' knowledge of other cultures and languages to support EAL learners in acquiring fluency and developing academic proficiency in English in all areas of the curriculum.
- Recognise that EAL pupils may need more time to process answers
- Allow children to use their home language to explore concepts
- Use group activities to ensure EAL children hear good models of English - focusing work on speaking and listening opportunities that involve purposeful talk.
- Provide a range of reading materials that highlight different ways English can be used and have discussion before, during and after reading to reinforce understanding.
- Provide an appropriate range of resources including IT software and visual support such as posters, pictures, photographs and objects.
- Ensure a supportive environment that promotes language development using signs and books around the school in multi-lingual format and encouraging children and families to share their culture, language and religion.
- Allow pupils in the early stages of learning English who are literate to record work in home language, transferring to English as they become more proficient.
- Offer additional verbal support where necessary such as repetition, modelling, commentary style and peer support.
- Make all school staff, including Teaching Assistants and Supervisory Assistants, aware of the linguistic needs of individual EAL children in the care.

### **Resources**

The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences' resources will include:

- Dual Language books in classrooms and libraries
- Multi-lingual signs and posters around the school and classrooms.
- Displays of languages.
- Stories, poems, songs available in different languages.
- Language and vocabulary games.

## **Home / School Links**

The importance of home/school links cannot be underestimated. In some instances, parents may need help understanding the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. Interpreters may be necessary to achieve:

- Completion of Initial Entry Form with parents;
- Translation (if necessary) of school reports on pupil progress;
- Attendance of parents at teacher/parent meetings.

## **Success Criteria for this Policy:**

- Pupils feel confident and happy.
- The cognitive challenge remains appropriately high for pupils with EAL and they make the expected progress both with English acquisition and academic achievement.
- Staff are confident in supporting the needs of EAL pupils.
- Pupil data is accessible and relevant.
- Parents work in close partnership with the school.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-bullying Policy
- SEND Policy
- Able, Gifted and Talented Policy