



St Levan Primary School
where all children **SHINE**...for life

English as an Additional Language (EAL) Policy

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Context

St Levan Primary School is an inclusive school and recognises and addresses the needs of pupils with EAL as it recognises the diverse needs of all pupils. This policy should be read in conjunction with our policies on Safeguarding, Equal Opportunities/Equality, Inclusion, Teaching and Learning and Assessment.

EAL practice and provision are monitored by the Head teacher and SENCO, drawing on advice, support and training from the local authority and outside agencies when required.

Our school's EAL population may comprise a mix of international new arrivals who come with very little English and UK-born children with EAL, some of whom may be described as more advanced learners of English as an additional language. Some may have literacy skills in their first languages whilst others may not. We believe it is important to gather as much detailed information about our EAL learners and their families as soon as possible in order that we can better understand their needs and support them appropriately.

EAL provision at St Levan Primary School

Our core aim is to ensure full access and engagement for all pupils to the curriculum offered at our school. In this way, the progress and attainment of our children with EAL will be enhanced. In order to achieve this, we will:

- Give pupils with EAL full access to the curriculum and to extra-curricular activities including clubs, visits and trips
- Recognise that the best place for a learner with EAL to develop their skills in English is in the classroom alongside their peers
- Place pupils in groups according to their cognitive ability, not their level of English
- Maintain high expectations
- Monitor progress in acquisition of English at least termly using an EAL-specific scale
- Ensure pupils with EAL have access to good models of English
- In keeping with Article 30 of the UNCRC, provide opportunities for pupils to use their first languages to support their learning where possible
- Provide additional and appropriate support to EAL pupils
- Provide parents/carers with information and guidance on how they can support their child's learning at home
- Monitor attendance by parents at school events including parents' evenings to check there is parity
- Monitor participation by children in extra-curricular activities, trips and visits to check there is parity
- Use age- and interest-appropriate resources to support pupils to access the curriculum
- Liaise with colleagues to identify and triage pupils where there are concerns

Identification and assessment of pupils with EAL

New arrivals for whom English is an additional language are identified as early as possible to ensure that appropriate support can be put in place. Guidance from the local authority or other agencies may be sought and early, effective communication with families is of the utmost importance.

A baseline in the pupil's level of English is established using an EAL-specific scale (The Bell Foundation scale from September 2018) and progress through the early stages is monitored at least half-termly.

The progress in acquisition of English of more advanced EAL learners is also monitored by class teachers using an EAL-specific scale.

Staff working with pupils who have EAL have access to information including:

- Assessments of pupils' first language skills
- EAL assessment
- Teacher assessment and tracking
- Individual pupil targets
- Information from parents
- Attendance and behaviour monitoring
- Information from the child's previous school or nursery

This information informs planning, resourcing and provision for our learners with EAL.

Methods of working

These are flexible according to the needs of individual pupils and may include:

- In-class support for individuals and small groups

- In-class support from peers, especially those who can act as good language, learning and behaviour role models
- In-class first language support
- Pre-teaching/translating key words
- Developing/providing appropriate resources
- Where appropriate, support within small-group interventions also involving pupils without EAL
- Where appropriate, withdrawal support – the impact of which is reviewed regularly

Monitoring

- Progress in the acquisition of English of all EAL pupils is monitored half-termly until they are able to independently access the full curriculum on a par with their monolingual peers
- Reviews of action plans at least termly
- Monitoring of practice and provision by the EAL Co-ordinator at least termly
- Monitoring by the Leadership Team through performance management (and any other mechanisms that exist)
- Regular reports to Governors

Home-school links

The school is aware that there may be obstacles to communication/participation for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Strategies are in place to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Provide information to parents in a range of languages (e.g. school menus)
- Provide bi-lingual support for parents to help them to access Parent / Teacher meetings
- Promote diversity in school

Professional development

Staff are provided with opportunities for house training on EAL to extend their knowledge and understanding and enhance their skills. This contributes to the development and dissemination of good practice and to raising the achievement of learners with EAL within the school.

Resources

- Staff working with pupils with EAL have received training, advice and guidance on how to develop and use resources to support the language development of learners with EAL and to promote full access to the curriculum.
- The school seeks to borrow or purchase other resources which reflect the linguistic and cultural diversity of its community.

Bullying

The school has anti-bullying policy and this can be found on the school website at:

http://www.st-levan-primary-school.org.uk/website/key_school_policies/590947

Additionally:

- Pupils will be taught what is meant by bullying and that bullying is unacceptable behaviour.
- Children will be encouraged to report incidents of bullying and develop social skills through class discussion, circle times, role play, themes in assembly and frequent reminder of class and school rules.
- Children will understand the school values and that bullying is completely against these values.

Effective EAL support

This will be evidenced by:

- Good leadership and management of EAL
- Responsibility for EAL being shared by everyone on staff
- Pupils with EAL are sufficiently challenged and supported so they make good rates of progress in their acquisition of English
- Provision takes account of pupils at the early stage of English language learning
- Provision takes account of pupils at more advanced stages of English language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- The curriculum offered is relevant and sensitive to the needs of learners with EAL
- School leaders are fully involved in the monitoring of support for pupils with EAL
- There is regular monitoring of spending on EAL to ensure it is providing value for money
- Good levels of participation by pupils and families in the life of the school

Monitoring and review

The Headteacher is responsible for monitoring the implementation of this policy and for seeking the views of staff, children and parents. The Headteacher will report to the governing body on the effectiveness of this policy.

This policy will next be reviewed in June 2024