



Kestrel Mead Primary Academy

English as an Additional Language (EAL) Policy

The principles of good practice for children from ethnic minority backgrounds, and for those learning English, are the principles of good practice for all children.

Primary National Strategy – Supporting children learning English as an Additional Language

Aims and Objectives

The aim of this policy is to ensure our school is meeting the full range of needs of all pupils who have English as an additional language (EAL) and that they have the support to reach their full potential.

At Kestrel Mead Academy we aim to:

- Promote equal opportunities for all EAL pupils
- Ensure access to the curriculum through high quality teaching
- Help students to speak, understand, read and write in English
- Support the continued use of the students' home languages
- Assess and monitor learning which informs teaching
- Be proactive in removing barriers that stand in the way of our EAL pupils fulfilling their potential
- Ensure EAL pupils are not inappropriately labelled or grouped as SEND or low ability
- Acknowledge individual strengths and celebrate cultural identities
- Provide an environment which celebrates diversity and supports English language learning
- Work with parents of EAL pupils and ensure language is not a barrier to effective partnership
- Provide EAL pupils with a safe and welcoming environment where they are valued and encouraged to participate
- Create partnerships beyond the school to improve provision and support for our EAL pupils

What is EAL?

The government's definition of a EAL learner is; *'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'*

EAL pupils are primarily those whose home language is different from the language in which he or she will be taught. However, for the purposes of this policy the term 'EAL pupils' will refer only to those pupils who are in the early stages of language acquisition, as opposed to those who are beyond the initial stages of acquiring English as an additional language. In our school these pupils are known as 'advanced bilingual learners'.

A Welcoming School

At Kestrel Mead Academy we aim to create a welcoming environment to help all our new arrivals feel safe and secure. We endeavour to display key vocabulary in EAL pupils' home languages wherever possible, and to provide opportunities for EAL pupils to use their home language in the school environment to promote continued development of their first language.

At Kestrel Mead Academy we recognise and value all EAL pupils' home languages, as well as their cultural and religious backgrounds and acknowledge the positive contribution EAL pupils and their families can make to our school.

Induction process

At Kestrel Mead Academy we follow a clear induction process for all new arrivals that have EAL. This process provides parents with key information about the school and the child's class in English and their home language. It also allows the Heads of Schools to gain as much information about the child which can then be passed on to the class teacher. A tour of the school and a short meet and greet with the child's class teacher allows the child to become familiar with where they are working and who with.

Teaching and Learning

At Kestrel Mead Academy we strive to provide good, inclusive quality first teaching for all our pupils. All EAL pupils are therefore encouraged to play as full as part as possible in whole class teaching for them to have genuine access to our creative curriculum. As part of this quality first teaching, we aim to employ a range of teaching strategies that encourage pupil talk and collaborative working, and wherever possible provide opportunities for EAL pupils to use their home language to support their learning in the classroom.

At Kestrel Mead Academy we recognise that some our EAL pupils will have distinct and additional needs that cannot be met solely through whole class teaching. Therefore, we also provide adapted teaching at individual and/or small group level to supplement their learning and allow them to achieve their full potential.

Assessment

At Kestrel Mead Academy we believe that clear and purposeful assessment of pupils' with EAL language levels is essential to inform planning and target setting. Statutory requirements for assessing pupils with EAL are the same for pupils with English as a first language (Communication & Language and Literacy assessment in the EYFS /National Curriculum English attainment levels). In addition, all of our pupils identified with EAL are assessed termly in Speaking and Listening using the NASSEA framework. This enables school to systematically track their progress and to identify those pupils who require more support and act accordingly.

All teaching staff are expected to complete an initial language assessment in order to determine a new arrival's current level of English on admission to school. Informal methods of assessment (observation, discussions with parents, self-evaluation) are also in place in classrooms to ensure the needs of all our EAL pupils are being met at all times.

Roles and responsibilities

At Kestrel Mead Academy we strongly believe that the language and literacy development of pupils learning English as an Additional Language is the responsibility of the whole teaching staff. All teaching staff should also aim to develop effective and reciprocated relationships with the parents of their EAL pupils in order to encourage and enable continued parental support.

The role of the EAL Leader is to ensure all pupils with EAL are identified and that the appropriate level of support is in place to meet their needs. They should identify and provide resources to support EAL pupils in the classroom, collate and analyse any data provided from termly assessments and assist in termly target setting in partnership with class teachers.

The language development of EAL pupils is also the responsibility of the support staff working with targeted groups to support access to the curriculum and supplement their learning.

EAL and SEN

At Kestrel Mead Academy we recognise that EAL is not a Special Educational Need in itself, and that while it may present challenges to learning it does not signify that the pupil has a Special Educational Need. Identification should take place over time and newly arrived pupils should never be placed immediately on the school's SEN register. Those pupils with EAL who are later identified as also having a Special Education Need should be assessed accordingly in line with the SEN policy.