



# EAL Policy

(English as an Additional Language)

May 2016

## **Philosophy**

We believe we have a duty to identify and meet the needs of those students at The Hills Academy classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, students who have a first / home language other than English and who are in the process of learning and using English as an Additional Language through the curriculum and the broader life of the school.

## **Legal requirements**

The Education Act 1996 requires that all maintained schools provide a balanced and broadly based curriculum for all registered pupils. At The Hills Academy subjects are taught and assessed in accordance with the current statutory requirements of the National Curriculum 2014 and Development Matters. The EYFS is defined by the Early Learning Goals. Together these provide clearly the content for learning and set attainment targets for learning- ensuring continuity and progression through the school.

## **EAL Definition**

EAL - The Department of Education definition: A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

## **Terminology**

EAL is an umbrella term that refers to any student learning and using English as an additional or second language.

- Within this, there is a more vulnerable group of students we term as 'International New Arrivals' → abbreviated as INA. This refers specifically to students who have entered the UK within the past two years.
- There are also a number of terms that can be useful when describing the background of EAL students:
  - 'first generation' – meaning they were born in another country and have since resettled in the UK with their family.
  - 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
  - 'migrant worker' – those who have moved for economic betterment.
  - 'asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

## **Overall Aims**

The Hills Academy is committed to meeting the needs of students with English as an Additional Language. Whilst being clear that EAL is not SEN ('special need') or a 'learning difficulty', the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore we will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students – particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

## **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.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an Additional Language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English.

## **Aims and objectives**

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

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.

## **Role and responsibilities of the EAL Co-ordinator**

- Monitor standards of teaching and learning of EAL pupils.
- Liaise with class teachers to identify and support EAL pupils.
- Contribute to school improvement plan in the area of responsibility to identify areas for development and arrange for improved provision.
- Responsible for analysis of relevant school data for improvement purposes.
- Identify gifted and talented EAL pupils.
- Consult with external agencies.
- Deploy EAL Teaching Assistants with responsibilities for EAL support and monitor its effectiveness
- Manage resource materials and equipment to ensure sufficiency and adequacy.
- Ensure effective and appropriate support throughout the school.
- Develop their spoken and written English by:
  - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors 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 that there are effective opportunities for talking, and that talking is used to support writing;
  - encouraging children to transfer their knowledge, skills and understanding of one language to another;
  - building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Ensure access to the curriculum and to assessment by:
  - using accessible texts and materials that suit children's ages and levels of learning;
  - providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
  - using the home or first language where appropriate and possible.

## **Teaching and Learning style**

In our school teachers employ various methods to help those children who are learning English as an Additional Language achieve their full potential

## **Curriculum access**

**The curriculum is regularly reviewed and examined to ensure that multicultural aspects are fully integrated into the entire course.**

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an Additional Language do not produce separate work.

We do not generally withdraw children from lessons to receive EAL support.

However, when deemed necessary (a new arrival who speaks/understands no English) there may be provision made for a period of one to one focused support.

Throughout the school we plan opportunities for children to develop their English language, and we provide support to help them take part in all activities.

## **The Foundation Stage helps children learning English as an Additional Language by:**

- building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- providing bilingual support to extend vocabulary where possible;
- where possible, providing a variety of writing in the children's home language as well as in English.

## **Key Stages One and Two help children learning English as an Additional Language by:**

- continuing those strategies used in FS, whilst moving the emphasis towards written and spoken English in preparation for SATs at the end of KS2.

## **Assessment**

The EAL Co-ordinator carries out on-going recording of attainment and progress in line with agreed school procedures supported by feedback from learning support staff.

- Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated.
- The EAL co-ordinator closely monitors EAL pupils' progress and attainment in line with the school's Assessment Policy.

- The statutory assessment arrangements of the National Curriculum allow us to make “access arrangements” for children who are learning English as an additional language.
- 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.

### **Individual Language Profile (ILP)**

There has been an increase in the number of our pupils identified as EAL (20% 2015 to 26% 2016). Appropriate strategies to support the development of EAL as well as enabling close tracking of weekly support.

Tracking of targets and progress is monitored and reviewed every half term. Pupils participate fully in the review process according to their age and abilities.

Parents/carers are invited to participate in the review process at parents’ evening.

### **Parent Partnership**

Our school recognises the paramount importance of, and values the partnership with, parents and carers.

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 parent evenings;
- take into account parents’ knowledge, views and attitudes;
- consult with and involve parents at all stages of their child’s time on the EAL register;
- provide parents with information on school policy, support and services provided by the school and the LA and their rights in the assessment process;
- provide and use information techniques that ensure communication is clear and hence effective;
- enlist the help of parents with home activities designed to reinforce work in school.

However we recognise that difficulties may arise in a minority of cases and respect the right of carers to seek independent advice and support.

### **Governor**

The Hills Academy governor with responsibility for EAL is Mrs Stacie Bourne.

### **Differentiation**

At The Hills Academy we ensure that appropriate activities are available by setting suitable learning challenges and responding to pupils diverse learning needs. Opportunities for extension and enrichment are built in to all our schemes of work.

Strategies for supporting pupils with particular needs are detailed in the 'Special Educational Needs Policy' 'EAL policy' and 'Curriculum Enrichment Policy'.

## **Equal opportunities**

The Hills Academy is committed to working towards equality of opportunity for all children, irrespective of race, gender, sexuality, disability or religion and social circumstances.

All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible.

We will monitor the impact of this policy to ensure that no group is adversely affected.

## **Inclusion**

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Special Educational Needs and Disability Act 2010 provides a revised statutory framework for inclusion. It strengthens the right of children with SEN to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with "efficient education of other children" and there are no "reasonable steps" which the school and LEA can take to prevent that incompatibility.

Alongside the act, the Disability Discrimination Act 1995 (DDA) and the Disability Equality Duty (DED), introduced into the DDA in 2005, place new duties on schools not to treat disabled pupils less favourably than others and to make "reasonable adjustments" to ensure that they are not disadvantaged. This may involve disabled pupils receiving more favourable provision.