

# The Bellbird Primary School

## English as an Additional Language (EAL) Policy



<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 9 <sup>th</sup> October 2024
<b>Last reviewed in:</b>	September 2024	
<b>Next review due by:</b>	September 2026	

## **English as an Additional Language Policy**

At The Bellbird Primary School we are committed to meeting the educational needs of all pupils. This policy is a statement of our school's aims and strategies to ensure that pupils with EAL fulfil their potential.

### **Introduction**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that pupils with English as an additional language have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness. We aim for our school environment to reflect and celebrate the multi-lingual nature of our pupil population.

### **Aims of Policy**

This policy aims to raise awareness of the school's obligations to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Whilst being clear that EAL is not SEN ('special need') or a 'learning difficulty', the school acknowledges that pupils 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.

This policy is specific to those with EAL but operates in conjunction with other Policies and Guidelines which will also indicate provision for EAL pupils.

### **Context of school**

EAL pupils come from a variety of backgrounds.

- Some pupils with English as an additional language are isolated learners and may be the only speaker of their language in their class.
- Some pupils have attended school and are literate only in their home language on arrival whereas some may have had no previous formal education.

The following information is gathered about pupils:

- Linguistic background and competence in other language/s

- Previous educational experience
- Family and biographical background

### **Key Principles of additional language acquisition**

- EAL pupils are entitled to the full National Curriculum/Early Years Foundation Stage Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed. Pupils with EAL will take approximately 5-7 years of English-speaking education to acquire academically-fluent English. This will occur naturally throughout a nurturing immersion rather than segregated intervention.
- Language develops best when used in purposeful contexts across the curriculum.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

### **Home / School Links**

The importance of home school links cannot be underestimated. Parents need to be helped to find out about 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/colleagues within school may be needed to achieve:

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

### **Parental / Community Involvement**

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families.

- Using plain English and translation equipment, where appropriate, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, particularly in continuing the development of their first language.

### **Teaching Strategies**

- Classroom activities have clear learning intentions and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided where necessary, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Scaffolding is provided for language and learning where necessary. E.g. talk frames, writing frames.

### **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 the school library.
- Multi-lingual signs and posters around the school.
- Displays of different languages where appropriate
- World Map showing countries of family origin
- Dual language IT programmes.
- Different language and vocabulary games

## **Monitoring this Policy**

All staff are responsible for implementing this policy.

The Assessment Leader will collect and analyse EAL pupil data. This policy to be reviewed Autumn Term 2026.