



## Highfields Independent School and Day Nursery

### English as an Additional Language (EAL) Policy

Last Reviewed:	February 2021	Approved on:	
Committee Responsible:	Pupil and Personnel	Next Review:	Summer 2022
Approved by:	Full Governors		

**This policy links to our Special Educational Needs Policy, Assessment Policy, Curriculum Policy and Inclusion Policy.**

### **Statement of Aims**

Highfields School is committed to making appropriate provision of teaching and resources for children for whom English is an Additional Language (EAL) and for raising the achievement of children from ethnic minorities. The school will identify individual children's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. Difference, including EAL is celebrated.

We aim to ensure that all EAL children are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

### **Key Principles for Additional Language Acquisition**

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored explicitly.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of children's home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

### **Teaching and Learning**

Planning and Differentiation:

Staff provide differentiated opportunities matched to individual EAL children's needs.

Key features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, use of language or forms of text.

### **Literacy and Numeracy**

Classroom activities are carefully structured and focused to take account of the range of purposes and audiences set out in the primary frameworks.

Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that children are able to participate in lessons.

Staff review groupings regularly and, where appropriate, would consider arrangements to ensure that EAL learners have access to strong English language peer models.

### **Strategies**

Staff use a range of support strategies, personalised to support the child, to ensure curriculum access including:

- Collaborative group work
- Enhanced opportunities for speaking and listening in class (e.g. Learning Partners)
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, extension of responses, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Writing frames, directed activities related to texts
- Opportunities for role play
- Children receive regular feedback from staff
- Opportunities to involve children from ethnic minorities in discussions about the similarities and differences in cultures as shown in texts/visual images etc
- Discussion is provided before and during reading and writing activities.
- Further support for children's social language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

### **Planning, Monitoring and Evaluation**

The school gathers and holds information about:

- the children's previous educational and schooling experience
- the families ethnic and religious backgrounds.

The children's level of English is assessed using the Early Years Foundation Stage and the Cambridge Curriculum age-related expectations.

Staff regularly observe, assess and record information about children's developing use of English.

Progress is reviewed on a regular basis during pupil progress sessions.

Provision for EAL pupils is determined following assessment of a child's needs on entry to the school.

Additional English language sessions and learning opportunities will be provided where appropriate.

### **Special Educational Needs and Gifted and Talented Children**

The school recognises that most EAL children needing additional support do not have special educational needs. However, should special educational needs be identified during assessment; EAL children will have equal access to school's SEN provision.

Similarly, the school recognises that there may be EAL children who are able, gifted or talented even though they may not be fully fluent in English.

### **Assessment and Record Keeping**

As for all children, assessments of EAL children in the school are carried out in line with the school's assessment policy. Day to day assessments in the form of daily trackers and observations inform planning for individual/group needs.

The school will ensure that all EAL children have access to statutory assessments, making full use of special arrangements where appropriate. If deemed necessary, pupils will be entered for the EAL checkpoint test papers offered by Cambridge Examinations Board.

The school analyses EAL/Minority Ethnic pupil achievement in an annual audit and regularly evaluates the effectiveness of additional support provided in terms of pupil progress

termly. This information is collated by the assessment co-ordinator (Deputy Head) and passed to the Headteacher.

### **Resources**

Working with The Achievement and Equality Team in Nottinghamshire County Council who offer initial assessment and identification of needs and provide advice, direct pupil support, training and development. They can be contacted via [Ann.Kershaw2@nottscc.gov.uk](mailto:Ann.Kershaw2@nottscc.gov.uk). They also offer a translation and interpreter service. Parents should be made aware of the local offer.

The school is developing a range of resources which may be used to support children's linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, computer software, etc.

### **Parents/Carers and the Wider Community**

The school tries to provide a welcoming admission process for the induction, assessment and support of new arrival children and their families/carers.

The school's admission form encourages families to share information re ethnic background, religion and languages used in the home.

The school tries to take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links. In Foundation Stage home visits and welcome meetings in school enable families and staff to build relationships.

If appropriate the school will investigate ways to ensure that our written and spoken communication with families and with the community is effective through the use of plain English, translators and interpreters.

The school will aim to work closely with members of the wider community to support our EAL children.

**This policy links to the SEN, Inclusion, Assessment and Curriculum policy.**