

English as an Additional Language (EAL) Policy

Introduction

At City Academy Whitehawk we welcome children from an increasing number of cultural and linguistic backgrounds. We value the richness and diversity children from different countries and cultures bring to our school.

In our school the teaching and learning, achievements, attitudes and well-being of all our children are valued. We encourage and support all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

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. This is in line with the requirements of the Equality Act 2010

What is EAL?

At City Academy Whitehawk, we understand that EAL learners are a diverse group who need a personalised approach to meet their individual needs. The DfE definition of an EAL learner is anyone "who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community". The term includes any child who is accessing the Curriculum **through** English as an Additional Language (EAL).

We are proactive in removing barriers that stand in the way of our EAL pupils' learning and success. We provide our EAL pupils with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate fully.

Induction and welcome for EAL families joining the school

When a new child with EAL joins the school, the EAL coordinator will be notified (following protocols established with the office staff). They will then:

1. Arrange a meeting with parents/carers to gather a range of information e.g. languages used in the home, previous schooling, and exposure to English. Where possible, the class teacher should also be a part of this meeting.

2. Ask parents/carers to bring in any reports, school text and exercise books from the pupil's previous school

3. Give introductory information to parents/carers about the school including:

- A plan of the school
- An outline of the school day
- The homework system and how to support their child at home
- Calendar of term dates
- Name of person to contact to get information about their child's work and progress and if they have any concerns
- Uniform requirements

- Lunch arrangements and a sample lunch menu including information of benefits such as free school meals and a discussion of specific dietary requirements. (All of the above should be as visual as possible and translated if necessary/possible)

4. Update staff who come into regular contact with the child (Teacher, TA, Year group members etc.) with any specific information which may support teaching, learning and well-being

5. Establish a buddy system so that child has a 'go to' child for support. Where possible, a class buddy and someone within the school who speaks the same home language will be established

6. First day assessment (informal) – TA to conduct an informal observation of child's first day to help inform EAL coordinator and class teachers of what support is needed

7. After 2 weeks, the child's "proficiency level" in English will be assessed using the NASSEA (The Northern Association of Support Services for Equality and Achievement) Steps which will be mapped to provide a starting point on the DfE proficiency in English scale. The class teacher will do this with support from the EAL coordinator. This level will be added to the child's school record and monitored on a regular basis by the class teacher and EAL coordinator

EAL children who are already in our school

All children learning through EAL will have their English proficiency assessed according to the NASSEA assessment and this will be mapped across to give a DfE proficiency in English scale level. Next steps and support options will be identified by the class teacher and EAL coordinator.

Teaching and Learning Style

At City Academy Whitehawk, EAL children are supported in their acquisition of language and access to the curriculum through every day quality first teaching practices. These include;

Developing their spoken and written English by:

- Ensuring that children have a talk-partner with strong English language skills who can model a clear and accurate use of English
- Ensuring a vocabulary rich classroom (including use of visuals to scaffold understanding)
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Using a broad, high quality range of texts across the curriculum
- 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

Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning
- Using high quality visual support materials
- Providing support through ICT, video or audio materials and dictionaries, visual support materials, and readers
- Using elements of the home or first language where appropriate
- Teacher and Teaching Assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children
- Additional pre-teaching or follow-up sessions to address particular language or learning foci

Roles and Responsibilities

All staff have a responsibility for supporting and encouraging children to become confident and fluent users of the English language.

All staff have responsibility for:

- Modelling good use of English and encouraging children to do the same
- Encouraging and supporting children to speak clearly and audibly using more than single words as appropriate
- Considering the language they use and ways in which it can be simplified for children who are new to English
- Working to make the curriculum accessible for children who are learning through English as an Additional Language

All teachers have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English
- Ensuring that day to day planning meets the needs of all children in the class and enables all children to access the curriculum
- Identifying potential barriers to learning and providing suitable support/resources to overcome/reduce these
- Assessing children's current level of language proficiency using the NASSEA scale and meeting with the EAL coordinator to discuss termly

The EAL coordinator and SENCo will liaise to work out the best course of action to support the child if an EAL child has perceived Special Educational Needs or Disability

The EAL coordinator has the responsibility for:

- Providing CPD for teachers to support EAL learners
- Identifying and providing resources which support children learning English as an Additional Language
- Supporting teachers/teaching assistants to create appropriate resources to support language acquisition
- Promoting a school environment which reflects and values the range of languages spoken by children in the school
- Promoting a school ethos in which the range of cultures and backgrounds within the school is celebrated and reflected (e.g. in the choice of texts, use of images etc)
- Coordinating, monitoring and maintaining an overview of the progress and attainment of EAL pupils in conjunction with the school assessment coordinator.

This will be reviewed on a half-termly basis.