



Policy for English as an Additional Language (EAL) at Fallings Park



Whole School Vision

Our intention at Fallings Park School to provide an inclusive, supportive environment where everyone is welcome. We aim to see multilingualism as an asset and celebrate the home languages and cultures of our children. We aim to ensure that children who are new to English are supported in their acquisition of language and take appropriate steps to ensure that their achievements can be shared with parents who may also not speak English.

School Context

At time of writing, there are 104 children identified on SIMS as having English as an Additional Language. There are currently 28 languages other than English that are spoken by children in our school.

The identified EAL lead is Rachel Cull who will support EAL across the school. This may include a time limited withdrawal of children for 1:1 or small group activities, as well as in class support and EAL English and Maths groups. EAL strategies and information is shared with the class teacher. Our EAL teachers use a range of teaching strategies to develop the children's spoken and written English by:

- Providing visual aids and key vocabulary to support their cross-curricular learning.
- By modelling spoken and listening practice with adults and peers.
- By scaffolding written language in a range of genres
- Explaining how spoken and written English have different uses for different purposes.
- Providing them with a range of reading materials, to exemplify the different ways in which English is used.
- Providing a variety of writing in the children's home languages, as well as in English.
- Giving children appropriate opportunities for talking and using talking to support writing.

Key Principles of second language acquisition

- Pupils should be encouraged to maintain their home language and use in the school environment wherever possible, also to support their learning.
- Language develops best when used in purposeful contexts across the curriculum.

- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.

New arrivals

On entry, the following information is gathered. This may come from parents or previous settings.

- Pupil's linguistic background and competence in home language
- Pupil's previous educational experience

See flow chart in appendix A.

EAL teaching and learning.

All teachers are EAL teachers.

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Identified children in Years 2 to 6 who may need additional support with acquisition of English will have access to the Flash Academy app. This enables them to have time either working independently, or with the support of a Teaching Assistant to work through activities to give them the skills to communicate their needs effectively. Information about Flash Academy is shared with parents either in person or a letter is sent home in their first language so that the app can be accessed at home.

In Early Years children are supported in their acquisition of English through various play opportunities. They acquire new language alongside their peers. Visual aids and where needed, Makaton are used to support children. Their home life and language is celebrated through photographs and objects being sent in from home as well as encouraging them to talk about their lives outside of school.

Assessment

Children will be assessed against the EAL proficiency scales approximately six weeks after arrival to school (see appendix B for scales). They will then be assessed termly according to the school's assessment schedule. They will be assessed in line with the school's assessment policy for the subjects they are taught.

Special Educational Needs and Greater Depth Pupils

Most pupils with EAL needing additional support do not have SEN. Should SEN be identified, EAL pupils have equal access to school's SEN provision. Should class teachers have a concern that an EAL child may have additional learning needs, they are to follow the school's referral procedures. An interpreter may be needed to fully establish the needs of the pupil.

If EAL pupils are assessed as working at Greater Depth, they have equal access to school's provision.

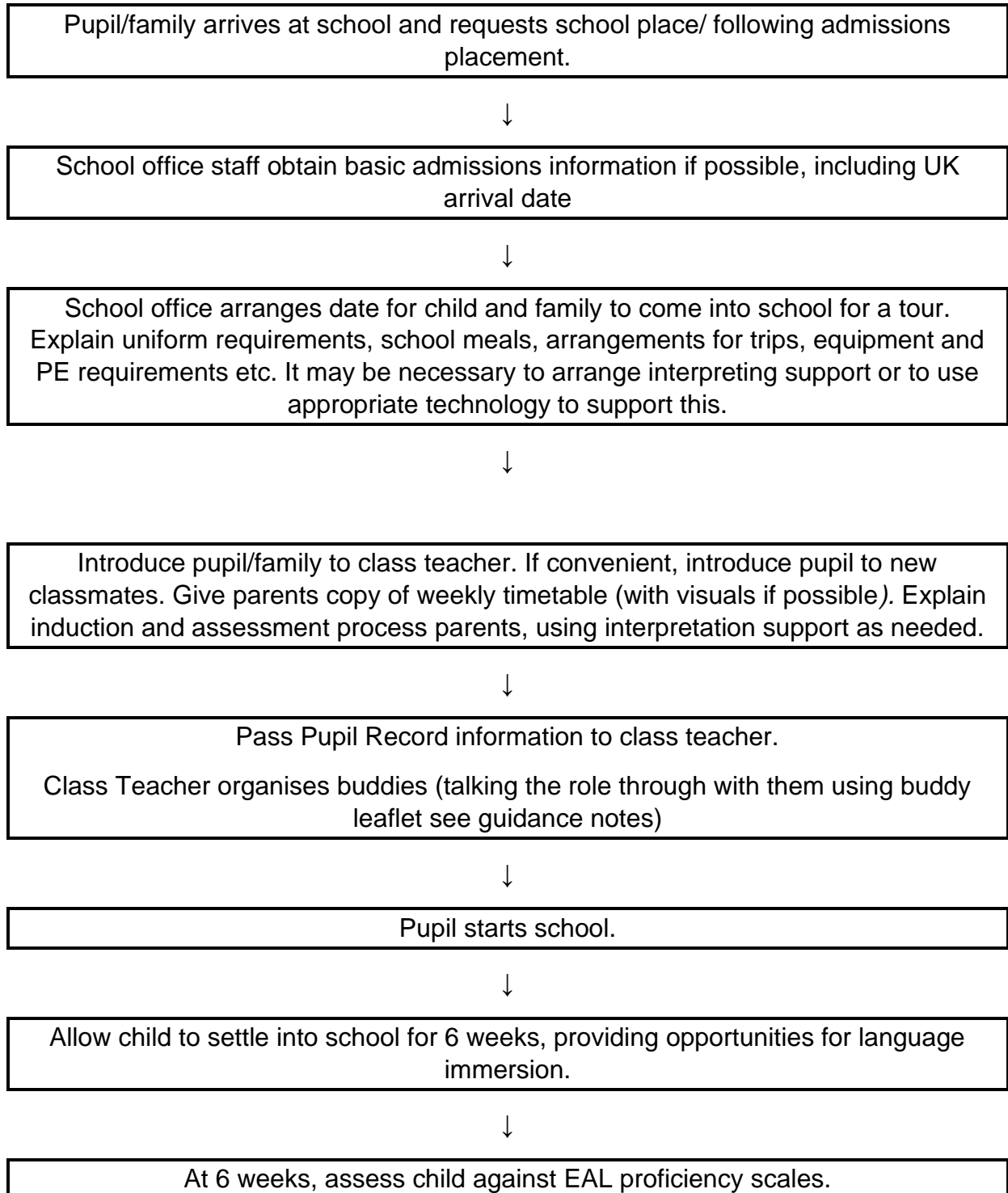
Parental Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and visuals; translators and interpreters, apps and software, such as Flash Academy where appropriate and available, to ensure good spoken and written communication. Information about Flash Academy is shared with parents either in person or a letter is sent home in their first language so that the app can be accessed at home.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of pupils with EAL in the wider community
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Appendix A

New arrivals induction flow chart



Appendix B

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.