



# **POLICY FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

**Policy for Pupils with English  
as an Additional Language (EAL)  
for  
St Mary's C.E. School**

**First adopted by Governing Body:  
Last revised and updated:  
People responsible:**

**March 1997  
January 2015  
Ruth Knight & Rachel Robinson**

# **POLICY FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

## **1 INTRODUCTION**

We recognise that linguistic diversity is an asset, providing an opportunity for pupils to gain first-hand experience, knowledge and understanding of other languages and cultures. In learning English, pupils make use of their knowledge of their heritage language.

The term EAL means 'English as an additional language' and includes those children for whom English is not the first language spoken at home and children that are multilingual.

## **2 AIM**

We aim to teach English as an additional language so that all pupils are included and have access to all areas of the curriculum using English confidently and competently.

The school is committed to making appropriate provision of teaching pupils for whom English is an additional language. The school will identify individual pupils' needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

## **3 OBJECTIVES**

- To be aware of, and value, pupils' linguistic and cultural backgrounds and use these to enrich the learning of all pupils.
- To build on other languages in learning.
- To be aware of EAL pupils' strengths. To be aware of pupils' needs for support and understanding.
- To enable EAL learners to become competent as quickly and effectively as possible.
- To promote language development and language awareness across the curriculum.
- To create a welcoming and supportive environment which will encourage EAL pupils to participate fully in all areas of school life.
- To provide appropriate support for effective learning.
- To discuss and plan strategies for purposeful use of English across the curriculum.
- To ensure that all pupils have equal access to, and are included in, a broad and balanced curriculum.
- To encourage and enable parental support in improving children's attainment.

## 4 INDUCTION

- a) When a pupil who has English as an additional language is admitted to the school, background information is collected within the first half term, relating to the pupil's needs and attainments (using an interpreter if necessary) to include:
- language used for speaking and listening
  - language used for reading and writing
  - previous schooling (abroad and in the UK)
  - previous support (if any)
  - religious faith and festivals observed
  - family's view of pupil's development
  - health and dietary needs
  - arrival date in the UK (if relevant)
  - attendance at religious/supplementary school (if any).
- b) Checks are made to ensure that parents have understood school requirements eg. uniform, PE kit, lunches.
- c) Where possible, links are made between families with the same language and culture.

## 5 PROVISION

The class teacher, in liaison with the EAL coordinator, is responsible for teaching English as an additional language. The EAL coordinators are Ruth Knight for KS2 and Rachel Robinson for KS1. They can be contacted on the following emails:

[rknight@st-marys.richmond.sch.uk](mailto:rknight@st-marys.richmond.sch.uk)

[rrobinson@st-marys.richmond.sch.uk](mailto:rrobinson@st-marys.richmond.sch.uk)

### a) Teaching and Learning

There are four stages of language acquisition ranging from Stage 1 (beginners) to Stage 4 (fully competent). The pupil's own level of language development provides a base line to determine their language acquisition stage. Language skills are extended in a variety of ways to include:

- use of pupil's skills in the community or home language
- collaborative responses that require a verbal response
- oral and written responses
- repetition
- enhanced opportunities for speaking and listening
- opportunities for reporting back to others
- use of familiar objects
- displays, labelling in other languages
- dual language text books

- first-hand experiences
- careful grouping using effective role models of speaking, reading and writing
- partnership with parents
- visual aids and appropriate resources
- open-ended/structured tasks
- peer support
- IT
- Pre teaching in preferred language if appropriate
- Regular feedback
- Extracurricular opportunities to develop language

## **b) Planning and Delivery**

Each pupil's home language and culture is valued. Planning and delivery of the curriculum takes into account the language and learning needs of pupils with EAL.

When planning and delivering the curriculum to the pupil with EAL, special care is taken to:

- define the learning objectives
- define the expected learning outcomes
- define what the EAL learner is able to do
- determine what difficulties the pupil may encounter
- determine what information/support will be needed
- ensure the language used is appropriate to the level of the EAL learner
- provide contextual support (graphs, visuals, sentence beginnings, flow diagrams) which will support the lesson
- establish classroom routines
- use clear speech at a reasonable pace
- give eye contact/gestures
- vary pitch of voice
- ensure that the EAL pupil can see what is going on
- provide good written models
- identify important vocabulary and key words
- discuss pupil's meanings and interpretations
- provide opportunities for pupils to ask for clarification, make comments
- set tasks clearly and check understanding
- create a non-threatening, stimulating environment
- plan seating arrangements
- provide an environment in which EAL learners will feel welcome and confident.

## **6 ASSESSMENT and MONITORING**

- Basic language skills are assessed on admission and classroom observations noted.
- Examples of handwriting, drawing and writing are kept to show progress.
- Progression in use of new vocabulary is observed.

- Progress in all areas of the curriculum is monitored by the Headteacher and senior leadership team, including the cultural, social and communicative aspects of learning.
- Pupil progress reviews are carried out termly with the class teacher and senior leadership team. Attainment, progress and support needs are identified and reviewed.

## **7 THE ROLE OF THE EAL COORDINATOR**

- To maintain the EAL register which will be updated termly.
- To act as a contact point and source of information for all teaching staff.
- To attend relevant training and share with staff.
- To be responsible for resources.
- To liaise with parents and other agencies and assist with communication between home and school.

## **8 SPECIAL EDUCATIONAL NEEDS AND ABLE AND TALENTED PUPILS**

The school recognises that most EAL pupils needing additional support may not have SEND needs. However, should SEND needs be identified, EAL pupils will have equal access to school SEND provision. Similarly the school recognises that there may be EAL pupils who are able and talented even though they may not be fully fluent in English.

## **9 EQUALITIES STATEMENT**

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Written by Ruth Knight and Rachel Robinson

12/01/2015