



Dorothy Barley
Infant School

Dorothy Barley Infant School

EAL Policy: Supporting Pupils with English as an Additional Language

This policy was reviewed on:

Date: October 2021

By: L Seaton

Policy will be reviewed: October 2022

This policy was ratified/reviewed by Governors on:

Date: November 2021

Frequency of review: Annually

Note: This policy has been written and reviewed in line with the following guidance:

- UNICEF United Nations Convention of the Rights of Children- Articles: 2,3,7,22,29 & 30
- The 2011 Education Act
- **The Education and Inspections Act 2006**
- **The 2010 Equality Act**
- EAL Assessment Framework for Schools: The Bell Educational Trust Limited (operating as The Bell Foundation) September 2019, Version 2
- In line with ongoing COVID-19 guidance

Contents

Introduction	p.3
Rationale	p.3
Scope of the Policy	p.3
Our Aims	p.4
Roles and Responsibilities	p.4
<ul style="list-style-type: none">• EAL Lead• Teaching staff	
Admission and Induction Procedure	p.5
Appendix One	p.7
<ul style="list-style-type: none">• Strategies for working with children new to English	

At Dorothy Barley Infant School many of our children speak English as an additional language (EAL). We recognise bilingualism as a strength and value our pupil's knowledge of other cultures and languages. We believe that cultural and linguistic diversity is a rich resource for the whole school and expect all staff, governors and volunteers to value this view.

Introduction

At Dorothy Barley Infants School our pupils come from diverse backgrounds with a wide range of language skills. We recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident and their home language is respected.

Our children will have:

- Respect for themselves and for others
- Good social skills that will enable them to reach their full academic potential
- Confidence, be proud and respectful individuals who develop a broad range of transferable key skills to equip them for life
- Self-motivation and have high expectations of themselves now and throughout their lives and adapt as their lives change

Rationale

- To ensure equal opportunities for all pupils
- To ensure that all pupils see themselves and their culture reflected in the curriculum
- To celebrate the cultural diversity of the school
- The staff and the governing body recognise the importance of an inclusive curriculum, which gives every pupil the opportunity to succeed

Scope of the Policy

This policy applies to all members of the school community (including staff, pupils, volunteers and community users).

The policy will be communicated to staff/pupils/volunteers/community in the following ways:

- To be available via the school office / staff shared drive / website
- To be part of school induction pack for new staff
- Updates and training in EAL for all staff

Our Aims

As a school we aim to:

- Provide a welcoming environment in which all pupils will learn most effectively.
- Empower all members of the school community to take positive action to ensure the inclusion of EAL pupils in all aspects of the curriculum and school life
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school.
- Monitor pupils progress regularly against the Bell Foundation Assessment Framework or the National Curriculum (dependent upon pupil's abilities).
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Celebrate pupil's achievements in school as well as in extra-curricular activities.
- Ensure that all members of our school community work in partnership to ensure that EAL pupils are full members of our community.

Roles and Responsibilities

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL pupils from succeeding and reaching their potential.

EAL Lead:

The Lead's role is to manage EAL across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL Lead will:

- To assist (if needed) class teachers in carrying out English, mathematics and home language assessments
- Be available for advice on strategies for newly arrived pupils
- Disseminate information and key messages
- Represent and promote the needs of EAL pupils
- Advise teachers about the development of EAL strategies, planning and assessment
- Actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- Keep up to date regarding EAL 'Good Practice'
- Develop and maintain assessment procedures
- Audit resources
- Take part in monitoring of teaching, planning and books

Teaching Staff:

Will develop pupils spoken and written English by:

- Planning and delivering lessons that address the specific needs of EAL pupils/ bilingual pupils in their classes
- Setting clear language learning targets to help develop vocabulary and language structures
- Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects
- Ensuring that there are many opportunities for talking and collaborative work to support writing
- 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
- Ensure that good English language role models are chosen for the newly arrived EAL pupil to work with

Admission and Induction Procedure

When a new pupil with little or no English is admitted to our school the following process should be followed:

1. School Admission notify school about newly arrived EAL pupil.
2. Family contacts school. Admission welcome interview arranged and interpreter if required. School contacts previous school where known and informs EAL lead of date.
3. Admission interview:
 - Pupil and parents/carers welcomed to school
 - Admission form completed by parents with support from school
 - Essential information collected – home language & exposure to English, previous schooling, medical needs, interests, possible SEND needs
 - Pupil and parents/carers given tour of school where possible
 - School systems explained
 - Home/school agreement explained
 - Start date for new pupil arranged
4. Pupil allocated to a class and admission information passed to class teacher, EAL lead and SENDCO if relevant.
5. Class teacher, EAL lead liaise and prepare for new pupil's arrival:
 - Select several buddies and train them for the role
 - Ensure drawer, coat peg and books are ready
 - Gather relevant resources and plan initial lessons/activities with pupil's needs in mind

- Arrange additional EAL support during settling in period where possible

6. New pupil starts school:

- Introduced to class
- Peer buddies help pupil to become familiar with class routines, school building, play and lunch times
- Class teacher observes pupil and assesses proficiency in English against the Bell Foundation Assessment Framework or the National Curriculum (dependent upon pupil's abilities) in the first few weeks with support from EAL lead and agrees Proficiency in English code. Other aspects of curriculum assessment may be needed, e.g. maths.
- Planning for lessons includes tailored differentiation for new pupil focusing on developing understanding and usage of English within curriculum lessons
- Place new pupil in middle sets/groups or above, unless they have known SEN needs, to ensure good role models of spoken English
- Make regular contact with parents/carers during settling in period and share positive outcomes informally and discuss any issues, e.g. 5 mins at end of day.

7. If needed- Following a settling in period (two to three weeks) EAL lead to meet with the pupil, parents to carry out a follow up interview and assessment. Pupils to be assessed using their first Language in English (reading & writing) and Mathematics. Reception children may need to settle in for half a term before initial assessment takes place. However, assessments may take place earlier.

8. Post Assessment: The EAL lead to liaise with the class teacher and provide a copy of the assessment. Both the class teacher and the EAL lead to discuss the assessment and use it as a base line for setting targets and to inform planning for the pupil. Class teacher to review targets termly with support from the EAL lead if needed.

Appendix One: Strategies for working with children new to English

- Use a buddy system
- In grouping, give pupils opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age appropriate level of English and pupils who speak the same language in the group (if possible)
- If available introduce pupils to members of staff who speak the same language
- Provide lots of hands on experience so children can learn the new language through participating in activities that support cognitive development
- Teach newly arrived child useful words and phrases (enabling language) and the routines of the classroom in order for them to interact and communicate with their peer group
- Provide additional visual support e.g. Visual timetable, communication fans, gestures, pictures, photographs, posters, objects and demonstrations
- Ensure classroom activities have clear language and learning objectives, use of appropriate resources and support where available to enable pupils to participate and access the curriculum in all areas
- Key language features are identified in all curriculum areas for e.g. language structures, key vocabulary and forms of text
- Create a language rich environment
- Display positive images of people from ethnic minorities