



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

This policy is applicable to all pupils including those in the EYFS.

### **1. Introduction**

Rosslyn School welcomes all children who can make the most of the opportunities that we offer and who can flourish in the caring environment of the school. We treat every child as an individual and we welcome children who have EAL needs.

### **2. Aims**

- to identify children with EAL requirements
- to ensure that those with EAL requirements have the support that enables them to access the curriculum
- to ensure that those with EAL can participate fully and communicate effectively with their peers
- to promote individual self-esteem to promote academic potential and independent learning
- to fully include the EAL child's parents in the learning process and life of the school
- to monitor children with EAL requirements through target setting and evaluation

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

- all languages, dialects, accents and cultures are equally valued
- a distinction is made between EAL and Special Education Needs
- teachers play a crucial role in modelling language
- language develops best when used in purposeful contexts across the curriculum
- effective use of language is crucial to learning and teaching in every subject
- 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 understanding cannot be assumed; they need to be explored
- The focus and use of additional support time should be an integral part of curriculum and lesson planning.

#### **4. Planning, Monitoring and Evaluation**

- planning for EAL children incorporates both curriculum and EAL specific objectives
- short-term planning details support for EAL pupils as well as the role of supporting adults
- teachers regularly observe, assess and record information about pupils' developing use of language
- pupil progress is assessed routinely to inform planning
- An IEP is generated to formalise provision, this is then reviewed and monitored regularly

#### **5. Learning and Teaching**

All staff have a responsibility for supporting and encouraging pupils to become fluent; for English speakers modelling good use of English by extending sentences and for encouraging children to do the same

All teachers have responsibility for:

- planning work in the context of a child's stage of fluency and for anticipating opportunities to develop their use of English
- setting targets for improving Speaking and Listening
- assessing and tracking progress in speaking, listening, reading and writing

Strategies that might be used:

- collaborative group work
- enhanced opportunities for speaking and listening
- the modelling for speaking, reading and writing
- additional verbal support – repetition
- additional visual support eg dictionaries, on-line support, keyword lists
- writing frames
- opportunities for role play
- discussion before and during reading and writing activities
- continuous progression from concrete to abstract

## **6. Early Years Foundation Stage**

We value cultures and linguistic diversity in the EYFS and always work in partnership with parents in each child's best interests.

Parents of children with English as an additional language are welcome to stay with their child whilst they settle into school using both their home language and English.

We provide opportunities for children to develop and use their home language in play and learning and also provide opportunities to learn and reach a good standard in English language, specifically through:

- modelling
- pictorial flashcards, visual timetables and cues
- books and resources from the home language

The EYFS curriculum provides targets for Communication, Language and Literacy and the Development Matters age related blocks are used to measure progress.

## **7. Special Educational Needs and Highly Able Children**

The School recognises that most EAL children needing additional support do not have Special Education Needs or Disabilities. SEND, however, may be identified during assessment and EAL children will have equal access to the School's SEND provision.

The School also recognises that there may be EAL children who are highly able even though they may not be fully fluent in English.

## **8. Identification**

Provision for EAL pupils is identified by any member of staff using a EAL CFC (Cause for Concern form) which is then discussed between the teacher and the Head and appropriate provision is put in place. Parents are kept informed.

## **9. Access arrangements**

The Head ensures that normal working practices for EAL pupils are made clear to external assessment bodies so that appropriate measures can be put in place.

<b>Policy reviewed</b>	September 2021
<b>Reviewed by</b>	SENCO S. Nankivell
<b>Date disseminated to staff</b>	September 2021
<b>Date for next review</b>	September 2022

## ***Appendices***

Appendix 1: List of processes to show Rosslyn School's graduated response to meeting the needs of EAL pupils

### **Appendix 1 - List of processes**

Teacher monitors pupil's work

Raises concern and discusses action plan with the Head (and class teacher)

Action plan and review date agreed; pupil listed on EAL register and staff notified

Class teacher discusses concerns/progress and actions with parents and keeps them regularly informed

At Review date - if intervention has worked and no further intervention is necessary, then pupil is removed from register. If intervention needs to remain the same then this is agreed. If provision needs to be moved up then an IEP is generated by the class teacher and Head, and discussed with parents. This formalises the provision and helps all parties to see what is in place, it is useful to have an IEP to support access arrangements.

The IEP is regularly reviewed (Head / class teacher), (Class teacher (with Head as required) / parents).