



English as An Additional Language (EAL) Policy

Context

This policy should be read in conjunction with our Teaching and Learning Policy, Equal Opportunities Policy and SMSC Policy.

Great Binfields Primary is an inclusive school and recognises and addresses the needs of EAL pupils as it recognises the specific needs of all pupils. The area of EAL is addressed by the Basingstoke Team, as well as the Hampshire LA and there is a named EAL outreach teacher who works under the direction of the Hampshire LA.

We are a 2 form entry school with a lower than average percentage of learners with English as an additional language as cited in ASP and HCC data. Approximately 17% of our children frequently speak or have access to a language other than English at home based on the children's initial registration document provided by their parents.

The backgrounds of pupils at Great Binfields Primary School mean that the needs of our EAL pupils are varied. These include those children who are at early stages of acquiring English and some children who are more advanced EAL learners where support is needed for higher order reading and listening comprehension skills; together with a need for using more sophisticated vocabulary and phrases in speaking and writing.

Aims of EAL Provision

To raise the attainment of EAL children by:

- Giving pupils with EAL access to the full curriculum
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English
- Providing additional in-class and when appropriate, withdrawal support to these pupils which often includes pre-teaching.
- Developing an understanding of and valuing pupils' home languages
- Using visual and auditory resources to support pupils to access The National Curriculum.
- Developing home school links to encourage parental engagement in their child's learning.
- Having up to date, relevant resources that inform our families.
- Assessing pupils with EAL to establish their needs and progress through ongoing assessment learning opportunities and termly summative assessments.
- Liaising with SEND colleagues to assist in the identification of additional SEND needs for EAL pupils.

Identification and assessment

Parents/Carers are asked to provide background information of the first language skills of their child and this is used for an initial baseline assessment which can be carried out through EMTAS. An initial report is completed for the school.

Through Ethnic Minority and Traveller Achievement Service (EMTAS) support, parents are asked to inform school of any additional needs their child may have on entry to school.

This can be done using a variety of data including:

- Attendance and behaviour monitoring
- Assessment for learning opportunities first language assessment using the Bell Foundation Assessment materials

And when the children (and where appropriate) are more settled:

- Summative assessment tasks in reading, spelling, writing and maths
- Individual pupil targets

Once the pupils have been identified and assessed, the EMTAS outreach teacher contacts the school to work with the class teacher and LSAs in order to develop Individual Plans (where needed).

Methods of Working

These will be flexible according to the needs of the pupils but may include:

- In class support both for individuals and small groups
- Developing appropriate resources including the use of first language materials, talking tins, talking books and talking photo albums.
- Support within small-group intervention programmes involving non EAL pupils too.
- Where appropriate, pre-teaching support to enable greater access to tasks and the National Curriculum.
- Providing advice and training for all staff members

Monitoring

- Reviews of action plans at least yearly
- Monitoring provision, practice and progress by the class teacher which is fed back to the Senior Leadership Team during our half term pupil progress meetings.
- End of Year report to Governors including progress and attendance of EAL Learners which is used to support the School Strategic Plan.

Home-school Links

Strategies such as the use of interpreters (information in various languages) to signpost information to:

- Welcome parents into school, for example hosting coffee mornings to liaise with other EAL parents and carers
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural awareness in school.

Diversity in Our School:

Each year, Great Binfields Primary celebrates the different nationalities within our school. Through the support of parents/carers, Diversity Days are planned to allow our pupils to learn more about our world through stories, food, games and via meeting our families.

Professional Development

Regular training on EAL strategies are regularly planned to extend staff knowledge, understanding and enhance their teaching skills.

In addition to this EMTAS resources and termly network meetings provide staff with access to good resources and key information.

Computing and IT resources

Computing and IT is a central resource for learning in all areas at Great Binfields Primary School and is used when relevant for meeting the needs of our EAL pupils. This can take the form of apps, translation software and talking books.

Resources

Staff working with our EAL pupils receive advice/support in the use of GBP resources to support language development. The school borrows or purchases up to date and relevant resources which reflect different ethnicities, visual images and content. Funding is allocated each year to purchase further resources to support our EAL pupils and their families.

Effective EAL Support

This will be evidenced by:

- High standards of curriculum content for our EAL pupils
- Good leadership and management of EAL within our school community through the dedicated EAL Staff.
- EAL pupils being sufficiently challenged and supported so they can reach their personal targets and ultimately meet age related expectations when their fluency of English has progressed.
- Support takes account of pupils at the early stage of language learning and pupils at later stages of language learning by supporting them in their development of language, at their level, across the whole school.
- Good links with parents through surveying their views on our EAL provision, attendance to termly parents consultation and curriculum information meetings.

Review

The Headteacher and Governing Body will regularly monitor this policy in order to ensure that it is fully implemented.

Review Date: Spring Term 2025

Next Review Date: Spring Term 2027