King's Hill Primary School

English as an Additional Language (EAL) Policy
2023 – 2025

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English as an Additional Language (EAL)

Kings Hill Primary School provides an education for all, which acknowledges, and is enriched by the diversity of ethnicity, culture and language of its pupils.

The school is committed to making high quality provision for pupils who have English as an additional language or are bilingual. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from teachers but also by a whole school approach towards teaching and learning. This comprises of a learning environment that encompasses a varied range of teaching and learning strategies, multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Aims

Pupils have full and equal access to the curriculum, whatever their religion, ethnicity, first language, special educational needs or gender.

The aim of this policy is to set out how pupils for whom English is an Additional Language, are able to access the curriculum.

The school will provide effective learning opportunities for all pupils by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

This policy sets out the aims and practices for the support of new arrivals / EAL pupils at Kings Hill Primary. The term 'EAL' stands for English as an Additional Language. The term 'new arrivals' refers to pupils who have arrived in this country from abroad, have been in the UK for less than 3 years and speak very little English on entry to Kings Hill Primary School.

Entry to School

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English the following methods are used:

• Information from the application form;

 • Information from interviews with parents/guardians;

• Information from initial assessment papers;

• Information from the previous school.

King's Hill Primary School assesses pupils using 'The EAL Assessment Framework' by the Bell Foundation. Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL lead, parents/carers and the pupil. During the assessment of EAL pupils, competence in English is categorised using a five-point scale:

- **New to English**
- **Early Acquisition stage**
- **Developing Competence stage**
- **Competent stage**
- **Fluent stage**

Provision

Teaching and support staff are responsible for ensuring appropriate differentiation to meet the needs of EAL pupils and respond accordingly to their language needs. The EAL lead systematically liaises with teaching and support staff to quality assure the teaching and support for EAL pupils and provide advice/guidance.

Staff consider how best to support the learning needs of a bilingual learner including various learning styles. Effective teaching strategies include:

• Classroom activities with clear learning objectives and appropriate materials and support to enable learners to participate in lessons.

• Key language features of each curriculum area are identified.

• Enhanced opportunities are provided for speaking and listening and use made of drama techniques and role play as appropriate.

• Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration and use of gesture.

• Additional verbal support is provided e.g. repetition, modelling, peer support.

• Scaffolding is provided for language and learning e.g. talk frames, writing frames.

• Using accessible texts and materials that support pupil's language/cultural needs

• Using accessible texts and materials that suit the pupils' ages and levels of learning.

• Ensuring that pupils are engaged through visual and interactive teaching.

• Providing support through ICT, translators.

• Use of buddy system.

• In grouping, pupils are given 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.

• Use of working wall to support learning of key vocabulary and key concepts.
• Using a range of resources like talk frames, paired activities, writing frames, sentence

structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.

• Using home or first language where appropriate and if possible.

Special Educational Needs and Differentiation

We fully recognise that most EAL pupils needing support with their English do not have SEND needs, but have skills and knowledge about language similar to monolingual English-speaking pupils. In some cases, their ability to participate in the full curriculum may be in advance of their communicative skills in English. If an EAL pupil does have SEND, he/she will have equal access to school's SEND provision, in addition to EAL support. Pupils with SEND will be identified as part of the normal assessment procedures as outlined in our SEND Policy. EAL pupils considered as being more-able or having an individual talent, will be recognised as such and receive provision suited to their needs.

Communication

Parents and teachers will work together in the best interests of pupils with EAL. Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place if there are any targets set.

Responsibilities

The Headteacher and Governors will ensure that EAL is regularly considered and featured in the School Development Plan when relevant.

All staff will liaise effectively when considering the needs of pupils with EAL.

Staff training will be available to support the planning, teaching and assessment of EAL learners. Challenging targets are set by class teachers based on systematic data collection and evidence of progress. The school will keep parents/carers fully informed of all matters concerning the progress of EAL pupils.

The school will also use a wide range of reading material that reflect the cultural diversity of our world.

The school will work in partnership with families of EAL pupils and make links between home, school and our local community.

EAL Lead

The EAL lead will:

- Collate information and arrange a baseline for EAL pupils
- Maintain a register of EAL pupils (identifying stages) in school and monitor provision
- Ensure record keeping of all pupils with EAL is up to date
- Ensure resources and support are allocated and maintained to all individual pupils who may need additional support/provision
- Review and monitor progress made by pupils

Monitoring and Review

This policy will be reviewed as follows:

Next review: July 2025