PARK SCHOOL - ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy applies to the whole school including the whole of the Early Years Foundation Stage.

1.   STATEMENT OF COMMITMENT

This policy is underpinned by the Equality Act 2010, which requires schools to ensure that pupils are not discriminated against on the basis of race, language or nationality, and that all pupils have equality of opportunity to access the curriculum.

1.1   This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language ("EAL") and for raising the achievements of EAL pupils who are at risk from under-achievement.

1.2   The School will identify individual pupil's needs, recognise the skills they bring to school, and ensure equality of access to the curriculum.

A pupil is considered to have English as an Additional Language (EAL) if English is not the language spoken at home or is not the pupil's first language.

1.3   We recognise that EAL pupils are in a position of learning a language (English) as a language other than their first language. They are also in the position of being taught other subjects through a language which is not their first language.

1.4   For children in the EYFS, we ensure that they have sufficient opportunities to learn and reach a good standard in English Language, ensuring that they are ready to benefit from the opportunities available to them when they begin Year 1.

2.   CONTEXT OF THE SCHOOL

2.1   We have created an EAL register which records which languages are spoken by pupils, identifying their first language and the languages spoken at home. The EAL register is stored on SharePoint in teaching resources. Where helpful we will meet with parents to clarify which languages are spoken by whom in the family. Information rleating to pupils language background is stored securely in line with the school's data protection and GDPR policies.

2.2   The School recognises that having English as an Additional Language is not, in itself a Special Educational Need or Disability (SEND). However, some EAL pupils may also have SEND, in which case they have equal access to SEND provision.

2.3   We also have a provision list for SEND pupils which includes those EAL pupils who are also SEND pupils and/or are provided with additional support outside of the mainstream classroom.

3.   ARRIVAL IN THE SCHOOL AND IDENTIFICATION OF NEEDS

3.1   We monitor all new arrivals' EAL needs and languages.

4.   PASTORAL

4.1   We will provide a welcoming admission process.

4.2   We will seek to understand and value pupils' prior linguistic and cultural experience. We will, where appropriate, take reasonable steps to provide opportunities for children to develop and use their home language in play and in learning, supporting their language development at home.

4.3   Parents may visit the school and talk to the pupils about their cultures and festivals.

4.4   Other children in the school with the same cultural background (particularly if they are older) may help the EAL children communicate their ideas and share their culture.

4.5   We are committed to providing a welcoming environment in which EAL pupils feel confident and can contribute.

4.6   We will do what we can to support parents whose English is not their first language.

4.7   Pupils views are sought in an age-appropriate manner, and pastoral support is provided to ensure that EAL pupils feel safe, valued and able to participate fully in school life.

4.8   4.8 The school supports EAL pupils at key transition points, including entry to the school and movement between classes, through information-sharing, careful planning and pastoral support.

5.   STAFF TRAINING

5.1   Staff training will periodically include specific focus on the inclusion of children with EAL and particular challenges faced by EAL pupils. EAL pupils are entitled to full access to the curriculum.

5.2   Planning and Adaptation: Plans will identify the language demands of the curriculum and provide adapted learning opportunities matched to the needs of our EAL pupils. The following are examples of the ways in which the needs of EAL pupils can be met:

- Recognition of the role played by the first language or other languages spoken at home in the development of English.
- An understanding of the functions of the language required to make progress
- Identification and teaching of the vocabulary required to make progress. Enhanced opportunities for speaking and listening.
- Providing effective models of spoken and written language.
- Properly adjusting the tasks to recognise their circumstances and to meet their needs in English.

5.3   In some lessons a support teacher is the catalyst for such activities, but where no additional adult is available, the class teacher's planning helps by incorporating other ways of giving support, such as identifying subject-specific vocabulary, clearly written and pronounced.

6.   ASSESSMENT AND TARGET-SETTING

6.1   The Headteacher, Class Teachers, Subject Co-ordinators and (in the nursery) Key Workers will monitor assessment data for relevant information on EAL needs, support, achievement and progress across the curriculum.

6.2   Where appropriate, the linguistic development of EAL pupils will be tracked to enable further planning and target-setting to take place.

6.3   When assessing communication, language and literacy skills, we assess children's skills in English, while taking into account of the fact that developing proficiency in English is distinct from cogntive ability

6.4   If a child does not have a strong grasp of the English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

7.   SCHOOL DEVELOPMENT AND REVIEW

7.1   The Headteacher reports to the School Governance Board annually, outlining the attainment of EAL pupils relative to other pupils.

8.   ROLES AND RESPONSIBLITIES

- The Headteacher has overall responsibility for EAL provision.
- Class Teachers are responsible for planning and adapting teaching to meet the needs of EAL pupils.

- Subject Co-ordinators monitor access and progress for EAL pupils within their subjects.
- EYFS Key Workers support language acquisition through play-based learning and close communication with parents.