English as an Additional Language (EAL) Policy

Policy Review & Update Process	
Member(s) of SLT responsible for update	Maria Davies
Sub-Committee responsible for review	Education
ISBA template policy?	No

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Last review	**June 2024**	Next review	**June 2025**

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Introduction

At Bickley Park School we believe that multilingualism is an asset, and that the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. Home language skills are transferrable to new languages and can strengthen children's understanding of language use. Developing and maintaining home languages as the foundation for knowledge about language will support the development of English and should be encouraged.

We support and encourage all pupils to reach their potential, and ensure that there is an appropriate level of challenge through the provision of linguistic and contextual support in lessons. There is an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's first language. Appreciating and acknowledging a pupil's ability in his/her own culture is crucial for his/her self-esteem. We recognise that all EAL learners benefit from teaching that develops their language and literacy, so they become fluent in the academic language of the curriculum and consequently, achieve academic success.

Aims and Objectives

The school's curriculum is broad and balanced, and gives pupils the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote principles of fairness and justice for all through the education that we provide in our school. The language development of all pupils is the responsibility of all teachers and teaching support staff. The aim of this policy is to help ensure we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

The school's SENDCo is also the EAL coordinator, which enables the school to closely monitor and, where appropriate, implement support for pupils with EAL who also have special educational needs and/or disabilities (SEND).

Identification and Assessment

The Department for Education records a pupil as using EAL *'if they are exposed to a language at home that is known or believed to be other than English'* (DfE, 2020). On admission, parents are asked whether their children predominantly speak or are exposed to another language at home and the first language they acquired. A register of pupils is kept whose language is not English and the language is recorded.

Teachers take action to raise the attainment of pupils with EAL by:

- Actively liaising with parents to support their children's learning and supporting continued development of the first language where possible.
- Promoting academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- Giving pupils access to the curriculum as quickly as possible.
- Giving pupils access to all areas of school life as quickly as possible.
- Providing pupils with opportunities to carry out activities alongside good models of English.
- Developing an understanding of, and valuing, pupils' home languages in order to facilitate concept development in tandem with their acquisition of English.
- Identifying language outcomes for all curriculum areas and include in planning and ensure that language and literacy are taught within the context of all subjects.
- Providing pupils with access to resources which are age appropriate, at an appropriate language level and are linguistically and culturally appropriate.
- Providing additional in-class and withdrawal support for groups of pupils according to their individual needs which may include pre-teaching topic/subject specific vocabulary.
- Using visual and auditory resources to support pupils' access to the curriculum.
- Assessing pupils with EAL to establish their needs and evaluating their progress relative to their non-EAL peers.
- Liaising with the SENDCo to identify EAL pupils who may have SEND.
- Being aware that an EAL pupil's social language may be much more advanced than their academic language.
- Celebrating other cultures and multilingual skills.
- Seeking first language assessment where possible to ensure the accurate identification of SEND.
- Monitoring the results of internal assessments and setting targets to address underachievement.

The types of support implemented will be dependent on a number of factors, including pupils' English competency and educational background. Judgements are made about the effectiveness of provision for pupils with EAL through learning walks, data analysis and discussions with teachers, parents and pupils themselves. The school has a named EAL Governor, who supports and challenges the school with regards to its policies and practices for pupils with EAL. In addition, the progress and attainment of pupils with EAL is analysed and used to inform future planning, such as Quality First Teaching strategies and individual support strategies.

Home-School Links

Strategies are in place to:

- Welcome parents into school, and facilitate their engagement with the school community.

- Communicate with, and involve parents in, their children's learning.

- Promote a multi-cultural understanding in school.

The school is aware of challenges in communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these. This is a whole school policy, including the EYFS department.

Links to other documents

Admissions Policy

Special Educational Needs and Disabilities (SEND) Policy

Personal, Social and Health Education (PSHE) Policy