The Friary School

ENGLISH AS AS ADDITONAL LANGUAGE (EAL) POLICY

Introduction

At The Friary School we recognise the need for all pupils to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to outline how our school will ensure the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) in order to raise pupil achievement.

Statement of Aims

The Friary School is committed to

- ensuring that all our learners including EAL learners, feel safe and know that they are valued.
- making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are potentially at risk from underachievement.
- identifying individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

A definition of a student with EAL:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Key Principles

Friary students with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children. EAL students will vary in needs according to a range of factors including, prior education, previous and current exposure to the English language in school and in the home as well as possible SEND.

As a school we recognise:

- A need to provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles.
- Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL.
- The bi/multilingualism of our children and staff enriches our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process, therefore children require long term support.

- Having a home language other than English is not a 'learning difficulty'. A clear distinction should be made between EAL and Special Educational Needs (SEN). Children with EAL are not placed on the SEND register, unless they have SEND.
- It is important that children with EAL are provided with opportunities to use their home or first language where appropriate.
- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and included in planning.
- Teachers and Teaching Assistants play a crucial role in modelling curriculum language.
- The focus and timing of additional support is an integral part of curriculum and lesson planning.
- Although many children acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Roles & Responsibilities

*A*ll teachers are language teachers and there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the learning and success of EAL learners and to support their language development.

Strategic responsibility for EAL pupils at The Friary School lies with Lottie Hearn, Deputy Head and the SEND and Inclusion Team. We currently have two Teaching Assistants who have a specialism in supporting students with English as an additional language.

EAL pupils will also be supported by the SENCO and two designated EAL Teaching Assistants. EAL and SEND assessment will be completed by the SEND team on arrival and appropriate interventions allocated. Our EAL TAs will provide some small group and individual sessions to support learners as well as record and communicate support with teaching staff.

In addition to this, the school librarian will also provide some small group and one to one tuition for identified EAL pupils.

When a student with EAL joins our school we ensure they receive a 1:1 session to identify their level of understanding, any strengths and additional needs. Each term, the EAL register is reviewed and updated. Provisions are evaluated and progress is tracked. Pupil voice will be used to inform evaluations and planning for the future. The strategic lead is also responsible for appropriate staff CPD and the admission and transition of all EAL students.

Teaching & Learning

The majority of EAL support at The Friary School will be delivered by class teachers via appropriate classroom interventions. Teachers can log their interventions on SENPIC (Class Support Plans) as a means to evidence the support they are implementing.

Below are some of the interventions that we might use to support EAL pupils in our classrooms:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- EAL learners are encouraged to use their first language for learning.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenges remain appropriately high for EAL learners and is not reduced because the English language demand has been over-simplified.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Specialist EAL support is available for new arrivals from qualified staff who have received appropriate training and support.
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class.
- Class/subject teachers are able to plan collaboratively with EAL support teachers or teaching assistants.

Planning, Monitoring and Evaluation

When a student with EAL joins the school they are assessed by our EAL TAs who use The Bell Foundation EAL resources to assess the current language acquisition. This information is then shared with teaching staff via email and Edulink / SIMS inform Class Support Plans and teacher interventions.

Student progress is monitored via data collections, learning walks, lesson observations and student voice. In addition to this our EAL TAs will monitor the progress students are making on a one to one basis.

Target setting is based on school reports from their previous school and through our own teacher assessment once students have settled into school life and lessons. Targets are reviewed at each data collection and end of each Key Stage.

Evaluation is also informed by student and parent voice. This is gathered via the EAL TAs, parent meetings and questionnaires.

Assessment

EAL students are assessed by our EAL TAs through 1:1 sessions when they first arrive at The Friary School. Each TA has a weekly timetabled slot to revisit and work with students to identify strengths and areas for further support. Where further support or actions are required, SENPic is updated and teachers informed.

Student's academic progress is assessed and monitored via our whole school assessment procedures and data collections. Any identified concerns are followed up via class and whole school interventions as well as some targeted EAL TA support.

MFL Curriculum

EAL students who join our school during KS3 will be required to study French alongside their peers. At the end of KS3 an assessment is made by the Languages department as to whether or not an EAL student is able to continue learning French in KS4. For many EAL students who join the UK during KS3, it is unlikely that French will be a compulsory option at KS4.

Our MFL department also offers a regular languages 'Culture Club' where students can come together to learn about different cultures and languages. Sometimes these sessions are led by EAL students who share their experiences and teach others their home language.

We do offer the opportunity for some EAL students to sit GCSEs in a language that they are confident in. This will be dependent on the ability of the child to be able to access the paper and the exam material as well as the availability of a trained examiner for the speaking component of the exam. By taking a GCSE in an additional language:

- It raises the child's self-confidence.
- It gives her/him an appreciation of the nature of the GCSE exam.
- It raises the status of speakers of other languages in the eyes of British-born children.
- It gives teaching staff an idea of the academic potential of the EAL pupil.
- It provides evidence to the school and community of the positive effect of having children from other countries and cultures in school.
- It reinforces the child's own language, culture and identity in their own and other people's eyes

Where an EAL student wishes to complete a GCSE language exam, this should be supported by parental consent. The Friary School will then assess whether the student will be able to sufficiently access the qualification requested.

Resources

Staff and EAL students will utilise a range of resources to support learning:

Students can use bilingual dictionaries and Google translate can be used to support learning in the classroom.

Teachers can provide lesson resources in advance of a lesson for learners to access. Teaching strategies across the curriculum can use a range of resources to support EAL learners such as games, visual materials, adapted worksheets, bilingual dictionaries, key word lists, audio visual materials and computer software.

Students have regular opportunities to feedback on which resources and strategies work well and how we can adapt them to improve support.

Admitting New Pupils

When students are admitted to the school, the family will receive a guided tour of the school and a detailed explanation of the English education system and everyday life at The Friary School. Parents will learn about our curriculum, expectations and support. It is during this initial meeting that we are able to start an assessment of the child's linguistic competencies.

The new student will be allocated a 'buddy' to support integration to the school. The 'buddy' will follow a similar timetable to the new student and will be able to provide reassurance and support in regard to simple routines within the school day as well as helping the new student to navigate the site.

All new students are issued with a school planner that contains detailed information about school procedures as well as a map of the site.

It is not expected that students will be placed with other students who are EAL. Feedback from EAL students has indicated that this is not always of benefit to either student and so decisions in this regard are taken carefully.

All new EAL students will meet with the EAL TAs within the first week of arrival. This enables us to identify any concerns the student may have as well as begin our assessment of their English. This information is then immediately recorded and shared with teaching staff.

Parents / Carers and the Wider Community

The first contact parents have when enquiring for their child to join the school is with the Deputy Headteacher. This contact remains in place until the child is admitted and beyond. Contact is friendly and welcoming and carried out via email, telephone calls and face to face meetings.

As a school we are aware of linguistic, cultural and religious backgrounds and make sure these are considered when developing relationships with families. In some situations we may use interpreters to help support home school communication.

Each year we offer a Parent Forum for EAL parents offering further guidance and support on the English education system, our examination processes and how they are able to support learning EAL in the home.

Parents of all students are invited to parents' evenings, partnership evenings, parent workshops, PTFA and school events.

We also share communication and daily updates on attendance and behaviour via our Edulink parent app. In addition to this, all home learning is shared via our homework app, Satchel One. Satchel One, allows all parents to see the home learning that is being set and ensures that all students can access detailed explanations of what needs to be completed.

Staff Development

Throughout the academic year EAL remains a focus of our CPD sessions. As an inclusive school we pride ourselves on being able to adapt teaching to support a broad range of learners. Each year there are opportunities to develop teaching and learning strategies to support EAL learners. Our EAL TAs are also able to offer bespoke guidance and support to teachers who are developing resources for use in the classroom.

| Reviewed By | Full Governors | Implementation Date | Sept 2025 | Review Date | Sept 2027 |

Appendix

The following links will be useful for anyone seeking to learn more about EAL provision:

The Bell Foundation: Changing Lives & Overcoming Exclusion through Language Education

Classroom Support Strategies: Working with EAL Learners in Secondary Settings