

Howes Primary School
E.A.L. Policy
(English as an additional Language)





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1 Introduction

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. That is, pupils who are exposed to a language other than English at home or through wider family, this includes children who are in the process of learning to use English as an additional language at school through immersion in the curriculum and the broader life of the school. Throughout this policy, and in other related policies and documents, these pupils are referred to as "E.A.L. pupils."

2 Context

On average around 45% of our school population belong to a minority ethnic group with the majority of those pupils speaking English as an additional language. Our E.A.L pupils come from a broad range of ethnic groups, and we have many languages represented. Many E.A.L pupils at Howes Primary School are born to parents who are already living in the UK, but they have spoken another language predominantly at home prior to coming to school. Some of our E.A.L. pupils are new to country. The parents of our E.A.L pupils have a broad spectrum of competency in using English, ranging from those who are fluent to non-speakers and newly arrived families. The majority of our E.A.L pupils enter the school in Nursery or Reception, but a significant number enter Howes Primary School at various stages of their school life, and we have some transience within the E.A.L cohort. Many of our E.A.L pupils do not read and write fluently in their home language and as they progress through the school they rely on English as their primary form of written communication. More recently, an increasing number of pupils have entered Howes as newly arrived pupils with parents who have temporary work or education in the UK. These children generally have one parent who speaks some English, but they have very little experience of English on entrance into Howes Primary School. Many families in this group are transient and will move on after one year, or before reaching Year 6.

3 Aims

- To enable E.A.L pupils to use English confidently and competently as a means of communication and learning across the curriculum.
- To be proactive in removing barriers that stand in the way of our E.A.L. pupils learning and success.
- To meet our responsibilities to our E.A.L. pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.



- To provide our E.A.L. pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

4 Objectives – School

- To ensure that all our E.A.L. pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our E.A.L. pupils attain curriculum levels and national examination grades appropriate to their abilities.
- To monitor the progress of our E.A.L. pupils' acquisition of English, of their general achievement and of their attainment in end of year/ Key Stage assessments.
- To seek and make use of appropriate advice, guidance, support and training.
- To develop the expertise of our teaching staff in understanding how to support and effectively enable E.A.L learners.

5 Objectives – Pupils

- To give E.A.L. pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give E.A.L. pupils the knowledge and skills to use English to understand and produce written texts across the curriculum.

6 Underlying Principles

- Our E.A.L. pupils are entitled to opportunities for educational success that are equal to those of our English-speaking pupils.
- E.A.L. pupils are not a homogenous group; their needs vary according to a range of factors. We 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 E.A.L. pupils.
- The multilingualism of our E.A.L. pupils enrich our school and our community.
- To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support.
- Having a home language other than English is not a "learning difficulty". E.A.L. pupils are not placed on Learning Support registers or taught in Learning Support groups for pupils with Special Educational Needs.



7 Admitting New Pupils

We follow the school's normal admittance procedures and aim to collect and record the following additional information:

- Country of origin
- Date of arrival in U.K.
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages and in English
- Links with pupils already in school
- Pupil's educational background

If children arrive as transfers, we attempt to contact previous schools. Parents/carers and pupils are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

8 Placement in Teaching Groups/Classes

The majority of our E.A.L pupils enter the school in Nursery or Reception. Those who arrive at a later stage are placed in the appropriate year group based on their date of birth.

Within a class setting we ensure all E.A.L pupils:

- Have access to the whole curriculum.
- Are taught with their peers.
- Are placed in groups with fluent English speakers who will provide them with good language models.
- Are appropriately challenged for their learning ability.
- Are not automatically placed with pupils who need additional support for academic needs due to their EAL needs.

9 SEN/More Able

The school recognises that most E.A.L pupils needing additional support do not have SEN status. However, should SEN issues be identified by teaching staff, E.A.L pupils will have equal access to SEN provision. Similarly, the school recognises that there may be E.A.L pupils who are gifted or talented even though they may not be fluent in English.



10 Teaching and Learning

We will:

- Encourage E.A.L. pupils to use English by generating opportunities for active participation in lessons.
- Plan for and provide appropriate stimuli for language development and be aware of specific language outcomes for E.A.L learners.
- Consider our own language use, actively encouraging the development of English in everyday classroom practise using a variety of strategies:
 - repetition of language structures,
 - providing alternative phrasing,
 - modelling accurate language structures,
 - providing language scaffolding for oral/written work,
 - consciously extending pupils vocabulary,
 - by commenting not just questioning to extend language,
 - creating opportunities for E.A.L. pupils to feedback orally to staff,
 - actively providing good language role models for social interaction in learning activities.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Plan for and provide targeted language learning support for pupils with E.A.L. needs.
- Be aware that an E.A.L. pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- When necessary, provide spoken and written, curriculum-specific, language models for E.A.L. pupils to follow e.g., writing frames and use digital aids to support language acquisition.
- Provide a secure, but intellectually challenging learning environment.
- Promote language and study skills and attitudes that enable E.A.L. pupils to become independent learners.
- Encourage parents/carers participation in E.A.L. pupils' learning.
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our E.A.L. pupils are familiar with.

11 Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our E.A.L. pupils' learning and success.



The E.A.L. Co-ordinator is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Having an informed overview of E.A.L pupils across Howes.
- Bringing the presence and needs of current E.A.L pupils to the attention of colleagues.
- Responding to requests for information and support for E.A.L. pupils.
- Ensuring that E.A.L. pupils are integrated into mainstream classes and have full access to the curriculum.
- Maintaining an E.A.L. register.
- Providing in class or small group intervention programmes for E.A.L children who are identified as needing additional support.
- Tracking the progress and attainment of E.A.L children in relation to national standards and other pupils' groups in the school.
- Training staff in strategies to support the English language development of E.A.L pupils within the classroom.
- Reporting to Senior Management relating to our current and changing E.A.L profile to inform whole school priorities.

12 E.A.L. Assessment, Record Keeping and Information Transfer

- The school maintains an E.A.L. pupil register to track individual pupil progress.
- The school analyses BME/E.A.L pupil achievement and regularly evaluates the effectiveness of additional support provided.
- All relevant information is disseminated to teaching staff or to other schools.

13 Parents Carers and the Wider Community

- We provide a welcoming admission process for the induction, assessment and support of E.A.L pupils arriving at our school.
- We take account of parent/carers linguistic, cultural and religious backgrounds when planning curriculum and developing home/school links.
- We aim to ensure our written and spoken communication with families is effective through the use of plain English, translators /interpreters.
- We provide opportunities for parents to meet E.A.L staff and discuss their children's learning, view resources, and receive advice for supporting their children at home.

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