

# Edward Peake C of E (VC) Middle School

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## **EAL Policy**

### **Beliefs and Values**

The Governing Body and staff of Edward Peake Middle School are committed to providing an appropriate and high-quality education to all of our pupils. We believe that all pupils have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life. We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Edward Peake Middle School is committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners taking into account their needs and experiences. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

### **Access to the curriculum**

The aims of the school identify the school's belief that all children have the right to a broad and balanced curriculum differentiated to meet their needs. Skills and attitudes are developed in an environment where success is celebrated and areas for improvement are dealt with in a positive way in order to enable children to develop further and become emotionally intelligent members of our community. Teachers and supporting adults work together as a team to ensure continuity and progression through meetings after school, including staff meetings and inset days.

### **What is EAL?**

English as an Additional Language (EAL) includes both English as a second language and English as a foreign language – it is for pupils spending a short time in Britain, and for those who have settled here permanently. EAL is the study of English by students who already speak at least one other language or who come from a home in which a language other than English is used. Learning and communicating in our society is dependent on competence in English. We are proactive in removing barriers that stand in the way of EAL pupils. We do this by meeting our responsibilities to our EAL pupils ensuring they have equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential and by providing our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate. We promote the principles of fairness and justice for all through the education that we provide in our school ensuring EAL pupils receive opportunities for educational success that equal that of English speaking pupils.

### **Aims**

- To raise the achievement of pupils with EAL.
- To raise the confidence and self-esteem of pupils with EAL.
- To allow pupils with EAL to have equal access to a broad and balanced curriculum with continuity and progression.

- To equip pupils with EAL with the knowledge, skills and understanding required to participate fully in all aspects of school life, while maintaining their own cultural identity.

### **Induction and welcome**

The school will:

- Arrange a meeting with parents/carers to gather a range of information: ethnicity, religion, first language, home language, family background and prior educational experiences. Where possible, an interpreter will be asked to attend if parents/carers do not speak English.
- Provide a tour of the school.
- Give introductory information to parents/carers about the school including: - Information about the English school system; - An outline of the school day; - The homework system and how to support their child at home; - Calendar of term dates; - Name of person to contact to get information about their child's work and progress and if they have any concerns; - Uniform requirements; - Lunch arrangements including information of benefits such as free school meals. (All of the above should be as visual as possible and translated if necessary/possible)
- Update staff who come into regular contact with the child (Teacher, TA) with any specific information which may support teaching and learning.
- Establish a buddy system so that child has a 'go to' child for support

### **Assessment**

- Each new arrival with EAL will have an individual one-page profile. The SEND team will carry out a lesson observation to identify any individual needs.
- A baseline assessment of all new bilingual pupils should be carried out within two weeks of entry to the school. However, the main focus within the first few weeks is for pupils to meet the 'essential criteria on the profile.
- Teachers will continue to assess pupils with EAL on an ongoing basis, using the NASSEA assessment system until the pupil is ready to be assessed by the National Curriculum framework. This should be recorded in the pupil's individual profile and will be kept by class teachers.

### **Teaching and Learning**

- EAL pupils will be able to access the curriculum by:
- Teachers planning work to meet the needs of EAL pupils.
- Pre-teaching vocabulary.
- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries and translators, visual support materials, dual language word mats, readers and scribes.
- Using the home or first language where appropriate.
- Where possible, providing bilingual support to enable children to access the curriculum, learn basic classroom routines and continue children's language development in their first language.
- Teaching Assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children.
- Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.

*\*There will be occasions where pupils are withdrawn for more focused support, particularly for older pupils in the early stages of language acquisition. Advanced bilingual learners may continue to need support for language development.*

## **Special Educational Needs**

*"A child must not be regarded as having a learning difficulty because the language or form of language of the home is different from the language in which he or she is or will be taught."* (Section 156, the Education Act, 1993)

Lack of English should not be equated with a lack of knowledge, skill or understanding. Bilingual learners are no more likely to have special educational needs (SEN) than any other pupils. However, when a pupil with EAL is identified as having additional needs, they will be placed appropriately on the SEND register, following a discussion with parents. External agencies will be consulted as necessary.

## **Roles and responsibilities**

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for writing, speaking and listening.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teachers have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing the use of English.
- Setting targets for improving oracy, speaking and listening and writing for EAL children.
- Assessing and tracking progress in reading, writing and speaking and listening.

The inclusion lead and administration manager have the responsibility for:

- Working with targeted groups to support children's access to the curriculum.
- Keeping a register of all pupils with EAL, their home languages and any additional needs.
- Coordinating, monitoring and maintaining an overview of the progress and attainment of EAL pupils.
- Identifying and providing resources which support children learning English as an Additional Language.

SLT are responsible for:

- Collating statistical data regarding comparative achievements of EAL pupils and those pupils with no EAL.
- Monitoring the quality of support for EAL pupils and offer guidance and support as necessary.
- Holding pupil progress meetings on a termly basis to monitor the progress of all pupils, including those pupils with EAL.

The governors and staff at Edward Peake Middle School are committed to providing the full range of opportunities for all learners, regardless of gender, disability, ethnicity, social, cultural or religious background. All learners have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

## 6. Monitoring arrangements

This policy will be reviewed every 3 years or as and when required by a member of the Senior Leadership team.

Signed:  Chair of Governors

Date approved: Sept 2022

Review date: Sept 2025