



English as an Additional Language Policy (EAL)

Last revised: April 2023

Rationale

At Lyndhurst School we strive to promote equality of opportunity for all learners whom English is an Additional language. The policy will help to ensure that Lyndhurst School meets the full range of needs of those children for whom English is an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

Definition of 'EAL'

An EAL child is one whose first language is not English. This includes children who are fully bilingual as well as those at different stages of learning English. They may be children:

- arriving from other countries and whose first language is not English.
- who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These children are often not entirely fluent in terms of their literacy levels.
- who have been born in the UK, but for whom the home language is not English.

Aims

- To deliver a broad and balanced curriculum which reflects the needs of children for whom English is an Additional Language.
- To give English as an Additional Language children the same opportunities as children who speak English as their first language.



Identification

Children will be identified as EAL during the admissions process. Parents will be asked if:

1. English is spoken all of the time
2. English is spoken a majority of the time
3. Bilingual – both languages are spoken equally
4. Alternative language is spoken a majority of the time
5. Alternative language is spoken all of the time

Children who speak an alternative language the some of the time or more, will be placed on the EAL register. Children may also be placed on the register at the request of their teacher, and in consultation with the Head of Learning Support, when observations and assessments show that they are experiencing difficulties related to EAL.

If the child starts at Lyndhurst School in Early Years, observations and baseline assessments will identify the level of the child's language. Where appropriate, specific provision may be put in place to support the child in their learning. If, at a later date, a teacher becomes concerned that a child may be experiencing difficulties related to EAL, they will liaise with their Head of Learning Support to discuss appropriate strategies. The form teacher will also liaise with the parents, involving them in the decision-making process, where appropriate. All relevant staff will be informed. The EAL Register is updated by the Head of Learning Support and is accessible to all staff.

Key Principles for Additional Language Acquisition

- All teachers have a responsibility for teaching English as well as specific subject content.
- The language demands of learning tasks need to be identified and planned for.
- Language develops best when used in purposeful contexts, across the curriculum.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed and must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued and pupils should be encouraged to maintain their home language.
- Teaching and support staff play a crucial role in modelling the correct use of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- All languages, dialects, accents and cultures are valued, however we aim to teach standard English.



- Teachers should be aware that an EAL child'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 the level of a native speaker.
- A clear distinction should be made between children with EAL and children with Special Educational Needs and Disabilities.

Curriculum Objectives

- To promote academic achievement by grouping EAL pupils according to their cognitive level rather than their English language level and to tailor their learning to best meet their specific need.
- To identify language outcomes for all curriculum areas and include these in medium term plan and weekly planning. Depending on the need of a specific language level of EAL child, this may include pre-teaching key vocabulary by providing these words in both English and their first language, and by these words home so that the parent can help embed these words to their child
- To promote and encourage the development of the children's first languages to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources that are age appropriate, at an appropriate language level and that are linguistically and culturally appropriate.
- To use key visual props such as picture cards and key words cards in dual language, to support children's access to the curriculum.

Teaching and Learning

- Lesson planning is shared with support staff and where appropriate include differentiated activities and task matched to individual EAL child's needs.
- Lessons have clear learning objectives and appropriate support and resources ensure that all children can participate in lessons.
- Teachers review groupings and pairings regularly to ensure that EAL children have access to strong English language models. Teaching staff are also responsible for modelling correct English.
- Key language features for specific curriculum area or topic are identified and discussed to ensure understanding.
- Children have regular opportunities to be involved in speaking and listening tasks within lessons.
- Additional visual support such as posters and pictures may be provided to aid understanding.
- Additional verbal support may be provided such as repetition, modelling and partner work.
- Scaffolded questioning is used to encourage EAL children to answer questions verbally.



- Reasonable steps are made to provide children with the opportunities to use their home language within school to support their language development at home. For example, encouraging children with EAL in the Early Years to play in their home language.

Materials & Resources

Lyndhurst School provides an EAL structured English Programme which all pupils study in small groups. In addition to this programme, we provide EAL reading books, resources and multimedia programmes.

Planning, Monitoring and Evaluation

- The teachers are aware of the EAL children they teach and plan appropriately.
- Observations of specific EAL children are carried out by the Head of Learning Support. This may result in recommendations of additional strategies that could be used to support the EAL child in class.
- If there are concerns raised about the progress an EAL child is making in relation to their English language development (impacting on their progress in all subject areas), further observations and discussions with relevant teachers and parents will take place. This may lead to the Learning Support department withdrawing the child for additional lessons to support their English language development and thus their progress across the whole of the curriculum.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Special Educational Needs and Disabilities and Higher Achievers

- Should SEND be identified, EAL pupils have equal access to the school's SEND provision (SEND Policy)
- If EAL pupils are identified as gifted and talented, they have equal access to school's provision (*High Achievers* section in SEND Policy)

Assessment

- Lyndhurst school will do its best to make use of community connections to provide some support, which may include using a parent within the school that speaks the language required, when the school feels this is appropriate.
- The school will contact the child's previous school and seek a detailed handover of the needs and language level of the child.

Monitoring

- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To monitor parents' engagement with the school with parent's evenings and other key events.



Parental Involvement

Lyndhurst School provides a welcoming admissions process for the induction of new children and their families. We respect the linguistic, cultural and religious backgrounds of our parents/carers and help them understand how they can support their child at home, especially by continuing the development of their first language. When appropriate we will work closely with members of the wider community to support our EAL children. Parents are encouraged to seek advice from the school and are welcome to arrange a meeting with the Head of Learning Support.

Lyndhurst School will:

- actively liaise with parents to help them support their child's learning, which may include the use of a translator, where appropriate.
- facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops.
- build up connections within the school community of parents who speak themselves English as an Additional language and have a good level of spoken English, who are prepared to occasionally support the school by doing some basic translation.

Professional development

- To provide all staff with high quality professional development to develop their knowledge and skills for teaching EAL learners.
- To train staff on how to support a newly arrived child with no English, so that they can support them through appropriate and supportive immersion.