



Earley St Peter's
CE Primary School



English as an Additional Language Policy

Date: Spring 2024
Review: Spring 2026

Introduction

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may be well in advance of their current ability to communicate in English. Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with academic success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

(1) Aims of this policy

The aims of this policy are to indicate how we will cater for the needs of our EAL pupils

(2) Key points

i. Admission and Induction of EAL children

The school will ensure that all new pupils are welcomed equally and without discrimination.

The following procedures are followed:

- Parents are given written information detailing school procedures and requirements. Where possible this information is given in the home language.
- The class teacher is informed of the new arrival prior to arrival wherever possible.
- All relevant information is passed to the class teacher to help the integration process.

ii. Assessment

- After a 'settling in' period, if appropriate, an assessment will be carried out by school staff to establish the stage of language acquisition and needs.
- Progress is monitored at least every half term in pupil progress meetings by the class teacher and Senior Leadership Team; children failing to progress are identified and given additional support within class.
- A further programme to support children who are still at the beginner/ intermediate level of language acquisition is available to pupils who have specific identified areas of difficulty.

iii. Teaching and Learning Style

Teachers use various methods to support children who are learning English as an additional language.

Spoken and written English is developed by:

- Ensuring that key vocabulary is covered and explained, including discrete teaching of vocabulary using an evidence-based approach to language acquisition.
- Providing children with a range of reading materials.
- Providing 'talk partners' and Oracy Groupings within class to model how language is used.
- Giving children appropriate opportunities for talking and using talk to support writing.
- Pictorial cues are displayed during lessons and throughout key areas of the school.

Ensuring access to the curriculum is achieved by:

- Using texts and materials that suit their ages and learning stages
- Providing support through video and audio materials and dual language dictionaries where appropriate
- Using home language where appropriate provided by native speakers

iv. Professional Development

The school recognises the need for the ongoing provision of staff INSET given by the Senior Leadership team and/or in conjunction with other experienced professionals, such as other schools within the trust. The dissemination of best practice takes place with the aim of raising achievement across the school.

(v) Resources

The school continues to build a range of materials/resources that are accessible to support the needs of EAL children. The school also has access to the resource bank available through the Local Authority and the Trust.

(vi) Role of Governors

Issues regarding EAL are reported to governors during informal visits, formal visits and Child Development Committee (CDC) meetings. EAL pupils are tracked as a data group and their attendance is monitored closely. EAL data is reported to CDC meetings.