



## **ST NICHOLAS' PREPARATORY SCHOOL**

### **EAL Policy (INCL. EYFS)**

#### **Statement**

This statement details our vision to identify and meet the needs of those pupils at St Nicholas' classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, pupils who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.

#### **Aims**

St Nicholas' is committed to meeting the needs of pupils with English as an Additional Language.

Whilst being clear that EAL is not a special need or a learning difficulty, the school acknowledges that pupils with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation. Therefore, we will endeavour at all times to:

- Ensure EAL pupils have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL pupils fulfilling their potential.
- Provide our EAL pupils – particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.
- Ensure that we meet all the needs of those children who are learning English as an additional language – this is in line with the requirements of the Race Relations Act 1976.

#### **Terminology**

EAL is an umbrella term that refers to any pupil learning and using English as an additional or second language. This may be those whom have recently arrived in the United Kingdom, those whom speak a language other than English at home, and those whom historically have spoken a language other than English but have developed their understanding.

There are also a number of terms that can be useful when describing the background of EAL pupils:

- 'first generation' – meaning they were born in another country and have since resettled in the UK with their family.
- 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
- 'migrant worker' – those who have moved for economic betterment.

- ‘asylum seeker’ / ‘refugee’ – those who have moved to escape famine, persecution and other tragic events.

## Context

As of September 2017, 14% of pupils at St Nicholas’ are identified as ‘EAL’ and speak a language other than English as their ‘first’ or ‘common’ language. These are children who learn English through the curriculum and through socialisation at school.

A variety of first languages, other than English, are spoken by pupils in our School, including Arabic, French, Gujarati, and Tamil. The most common language is French.

Details on each individual is outlined on the EAL Register, identifying need for pupils in class to inform planning.

## Key Principles

- For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community and wider public society. St Nicholas’ school views the fulfilment of this amongst EAL pupils to be a fundamental part of our sense of mission.
- EAL pupils may take between 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL pupils have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL pupils are not automatically SEN or ‘special educational needs’ and should not be labelled / treated in this way.
- EAL pupils are not automatically ‘lower ability’ – and should not be labelled / treated in this way.
- EAL pupils will have potential strengths as well as additional needs. There is a social-emotional and cultural dimension to catering for the needs of EAL pupils

## Roles and Responsibilities

- There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils’ achievement and inclusion. Currently the designated ‘EAL Co-ordinator’ is the SENCO, Julia Godar, who oversees development and day-to-day coordination of EAL provision.
- Responsibilities of the designated ‘EAL Coordinator’ include:
  - Identifying incoming EAL pupils, with support of the Staff Team.
  - Bringing the presence and needs of current EAL pupils to the attention of colleagues.
  - Responding to requests for information about EAL pupils.
  - Ensuring that E.A.L. pupils are integrated into classes and have full access to the curriculum.
  - Maintaining a register of EAL pupils.

## Approach to Teaching & Learning

- Every teacher will encounter pupils who do not use English as their first language. To be successful, we will have to nurture language development - as well as teaching our subject.
- Every teacher will encounter pupils from other countries who will often have very different educational experiences in terms of length, focus and style of previous learning. To be successful, we will have to coach pupils in how to learn - as well as teaching our subject.
- Potentially, every teacher will encounter pupils who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject.

## **Placement**

We recognise that EAL pupils, who may be new to English and to the UK, need support and stability as they start school. We therefore aim to make an early informed decision about timetable content and setting before a pupil starts at school, and will maintain it unless we discover the pupil is seriously misplaced.

Without exception, we recognise that EAL pupils:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.
- Are not automatically placed with Learning Support / SEN pupils for reasons of LSA support or smaller groups.
- Are not placed in teaching groups based on one standalone test / assessment.
- INA pupils will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues.

## **Admissions, Identification and Tracking**

The School recognises that background information on EAL pupils can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building up of ‘learner profiles’ on EAL pupils’ linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.

## **Special Educational Needs and pupils working at a high level of attainment**

The School recognises that most EAL pupils needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to appropriate provision in line with the SEN Policy.

Similarly, the School recognises that there may be EAL pupils who are working at a high level of attainment even though they may not be fully fluent in English.

## **Resources**

A range of resources are required to support pupils' English language skills including bilingual dictionaries (where pupils are literate in first language), key word lists, visual cues and a range of language and literacy interventions. This is currently an area for development for the SENCO.

## **CPD**

- The School will ensure that all staff are provided with access to CPD sessions focused on supporting EAL across the curriculum. These will be coordinated and delivered primarily by the SENCO.
- The School will ensure those staff carrying out specific EAL roles access appropriate CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management and Liaison Meetings.

## **Strategies School/class ethos**

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem, remembering that he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.
- Extra time and support in exams/tests/assessments will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

## **The Foundation Stage**

In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community so that this experience supports their developing use of English

- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults

### **Review and Evaluation of Policy**

School data will include relevant information on EAL pupils, and this will enable the School to monitor targets. This policy is monitored by the Head Teacher, and will be reviewed in two years, or earlier if necessary.

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*This policy was reviewed and updated in Autumn 2018.*

*The next review will take place in Autumn 2019 or in light of relevant regulatory changes.*

Signed: Amit Mehta (Proprietor)