**English as an Additional**

**Language**

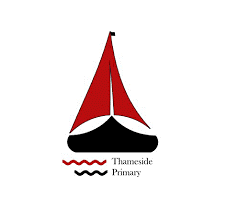
**Thameside Primary School**

**Last reviewed:**

**March 2024**

**Next review date:**

**March 2025**



Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

### Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. At Thameside Primary School, the teaching and learning, achievements, attitudes and well-being of all our children are valued. We recognise that children who are learning English as an additional language have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English. We are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make to our school community.

### Aims and objectives

The aim of this policy is to help ensure that we are successful in meeting the range of needs of our EAL pupils.

Thameside Primary School aims to be an inclusive school, and is committed to meeting the needs of pupils with English as an Additional Language. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Whilst being clear that EAL is not SEN ‘special need’ or a ‘learning difficulty’, we acknowledge 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.

### Context

Thameside Primary School has a large number of children with English as an additional language. In January 2024, 54% of our pupils were identified as ‘EAL’. A total of forty-one languages, other than English, are spoken by pupils in our school, including Romanian, Polish, Bengali, Lithuanian, Spanish, Albanian, Panjabi, Urdu, Yoruba, Persian/Farsi and Portuguese. Currently the most common of these languages are Romanian, Polish, Bengali, Urdu and Lithuanian which account for 239 (28%), of our pupils. Additionally, we have 42 black African pupils speaking a variety of first languages, which represents 5% of the school population.

### Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the achievement and inclusion of our EAL pupils. Currently, our Deputy Head Teacher and EAL Lead, oversee the development and day-to-day coordination of EAL provision. EAL Lead is supported by an additional HLTA and LSA and together they work with a range of EAL pupils within KS1 and KS2.

Responsibilities of the designated EAL Coordination team include:

* + Identifying level of support needed for incoming EAL pupils
  + Providing support for parents
  + Responding to requests from teaching staff for support for EAL pupils.
  + Ensuring that EAL pupils are integrated into classes and have full access to the curriculum.
  + Maintaining a register of EAL pupils
  + Monitoring and tracking the progress of EAL pupils
  + Bringing the learning needs of current EAL pupils to the attention of colleagues.
  + Providing and maintaining a stimulating, supporting and relevant learning environment for EAL pupils who receive 1:1 or small group intervention support in our EAL learning room
  + Continually developing provision of a range of resources to support acquisition of English language skills. This is to include bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language & literacy interventions.

### Teaching and Learning Approach

At Thameside Primary School, we are aware that a number of our EAL pupils from other countries will have often had very different educational experiences in terms of length, focus and style of previous learning, and, if having moved countries, are undergoing the challenge and stress of social integration. Consequently, teachers and support staff are mindful of the need to nurture language development and to build stable and productive social groups within the classroom.

We employ various teaching and learning styles to help those children who are learning English as an additional language, to achieve their full potential. This will include:

* Providing additional visual support e.g. posters, pictures, photographs, objects, demonstration and use of gesture
* Providing additional verbal support e.g. repetition, alternative phrasing, modelling and peer support
* Small group or 1:1 intervention work outside of the classroom when deemed necessary (e.g. a new arrival who speaks/understands no English, provision may be made for a period of one to one focused support)
* Support from an EAL LSA in the classroom
* Use of language buddies
* Providing a range of reading materials that highlight the different ways in which English is used
* Ensuring that there are effective opportunities for talking, and that talking is used to support writing
* Providing support through ICT, dictionaries and translators, readers and amanuenses

**EAL Definitions of Development**:

• New to English [Code A]:   
May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support

• Early acquisition [Code B]:   
May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

• Developing competence [Code C]:   
May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

• Competent [Code D]:   
Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

• Fluent [Code E]:   
Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

**Admission**

Pupils who are new to the country can be at varied stages of EAL acquisition from New to English (code A) to Fluent (code E) as above.

Admission of EAL/ New Arrival Pupils:

At Thameside, we collate as much background information as possible including:

* Country of origin
* Date of entry into the UK
* Previous schooling
* Pupil’s first language
* Other languages spoken at home
* Religion
* Literacy in the first language

Admission information is emailed to EAL Lead, classroom teacher and Year Lead. Initial EAL assessment is carried out by EAL Lead and EAL Pupil passport is uploaded on Bromcom, which gives the teacher information about pupil’s EAL level and useful classroom strategies at each level.   
When a new pupil arrives in our school with little or no English, the Induction programme is delivered by EAL team to enable pupils to acquire basic classroom vocabulary and spoken skills. The purpose is to create an environment that feels safe, welcoming and stress free. This is followed by ongoing EAL interventions where pupils are taught English grammar and vocabulary.

### Assessment

The EAL Lead carries out Initial Assessment and monitors ongoing recording of attainment and progress in line agreed school procedures. Progress tracker is carried out to monitor progress and attainment of EAL pupils.

When appropriate/necessary, contact will be made with the LA or curriculum helpline for specific guidance in relation to end of KS2. This is in addition to that given in the “Assessment and Reporting Arrangements” documentation.

### Continuous Professional Development

Thameside Primary School will ensure that all staff are provided with access to CPD sessions focused on supporting EAL pupils across the curriculum. These will be arranged by the designated EAL Coordination team. In addition, Thameside Primary School will ensure those staff carrying out specific EAL roles have appropriate access to CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management and Line Management Meetings.

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

Thameside Primary 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, we recognise 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. If an EAL pupil is identified as More Able, Gifted or Talented, he/she will have equal access to the school’s MAGT provision.

### Home/ School Parent Partnership

Thameside Primary School recognises the paramount importance of a positive partnership with parents, carers and the wider community. We strive to encourage parental and community involvement by:

* Providing a welcoming induction process for newly arrived pupils and their families/carers
* Providing a comfortable and welcoming environment where parents/carers can discuss any concerns
* Ensuring shared knowledge and support via review meetings and parent evenings
* Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
* Taking into account parents’ knowledge, views and attitudes
* Providing parents with information on school policy, support and services provided by the school
* Celebrating and acknowledging the achievements of EAL pupils in the wider community
* Enlisting the help of parents with home activities designed to reinforce work in school, and help parents understand how they can support their children at home.