



# English as an Additional Language (EAL) Policy

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|               |                                 |                               |                    |

## English as an Additional Language (EAL) Policy

All learners need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL learners can make a valuable contribution to their school community.

## 1. Aims of the EAL Policy

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of learners who have English as an additional language (EAL); therefore raising pupil achievement and aspirations.

- **Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

- **Diversity**

To meet our responsibilities to EAL learners by ensuring equal access to the National Curriculum and the achievement of their educational potential.

- **Belonging and Cohesion**

To provide our EAL learners with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

## 2. Objectives of the EAL Policy

- To assist all EAL learners to become fluent English speakers as quickly as possible.
- To assist and support all EAL learners in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL learners attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems.

## 3. The Context of Prestatyn High School

At our school, there are approximately ...18.... first languages spoken.

On entry to the school, information is gathered about:

- Learners' linguistic background and competence in other language/s
- Learners' previous educational experience
- Learners' family and biographical background

The SENCO is nominated to have responsibility for EAL.

## 4. Key Principles of additional language acquisition

EAL learners are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area.

Meanings and understanding cannot be assumed, but must be made explicit.

Language is central to our identity. Therefore, the first language of all learners and staff should be recognised and valued. Learners should be encouraged to maintain their first language.

Although many learners acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

## **The Welsh Government 5 Stage Model for Language Acquisition**

### **A. New to English**

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.

Needs considerable amount of EAL support.

### **B. Early Acquisition**

A child may:

- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage still needs significant support.

### **C. Developing Competence**

A child may:

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires ongoing support to access the curriculum fully.

### **D. Competent**

A child may:

- Be developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of texts.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access nuances of meaning, to refine English usage, and to develop abstract vocabulary.

#### **E. Fluent**

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

## **5. Assessment**

All EAL learners are assessed in line with the school's assessment procedures within the first two weeks of their arrival in school. This includes referral to the Denbighshire's EAL service which may include additional support in the classroom.

Progress in English language competence will be informed by the Welsh Government's language stages, as mentioned in Point 4.

Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified.

Consideration and sensitivity is given to the appropriateness of testing EAL learners at the earlier stages of English acquisition.

## **6. Planning, Monitoring and Evaluation**

Targets for EAL learners are appropriate, challenging and reviewed on a half termly basis.

Planning for EAL learners incorporates both curriculum and EAL specific objectives.

Staff regularly observe, assess and record information about learners' developing use of language.

Interventions are set and evaluated every half term.

Language plans are set and assessed half termly.

## **7. Teaching Strategies and Pedagogical Approaches**

The curriculum is personalised and this helps the learners to use their prior knowledge and experience. Speaking and listening are always the starting point of a new topic or activity and writing is always the last step.

The grammatical rules and the sentence structures are taught within the context of the different topics and genres. Visual resources are used to aid their learning.

### **Strategies**

Staff use support strategies to ensure curriculum access:

- Collaborative group work
  - Enhanced opportunities for speaking and listening
  - Effective role models of speaking, reading and writing
  - Additional verbal support-repetition, alternative phrasing, peer support
  - Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
  - Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists
  - Writing frames, directed activities related to texts
  - Opportunities for role play
  - Regular feedback from staff
  - Opportunities to focus on the cultural knowledge explicit or implicit in texts
  - Discussion provided before and during reading and writing activities, using preferred language where appropriate
  - Learning progression moves from concrete to abstract
  - Further support for learners' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.
- There are opportunities for pupils to work on their language development in the ALN department.

### EAL with Disabilities and/or, Special/Additional Educational Needs and those who are More Able and Talented

We recognise that intelligence is not measured in the ability to speak English fluently.

Should SEN/ALN be identified, EAL learners have equal access to school's SEN/ALN provision.

EAL learners identified as MAT have equal access to school's provision.

### Parental/Community Involvement

At Prestatyn High School we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived learners and their families/carers.
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school.
- Identifying linguistic, cultural and religious background of learners and establish contact with the wider community
- Celebrating and acknowledging the achievements of EAL learners.
- Recognising and encouraging the use of first language for developing positive links between school and home.
- Supporting parents, so they can help their children at home.