Blue Coat C.E. (Aided) Junior School

EAL Policy

Adopted: January 2025

To Review: January 2027

BLUE COAT C.E (AIDED) JUNIOR SCHOOL

Policy for meeting the needs of pupils who have English as an Additional Language (EAL)

1. Introduction

Blue Coat CE Junior School provides an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils. In our school, the teaching and learning achievements attitudes and well-being of all of our pupils are important. We encourage all of our children to achieve the highest possible standards. We do this by taking into account each child's life experiences and needs.

This policy should be read in conjunction with the Inclusion Policy, Equal Opportunities, and Racial Equality Policies.

2. Aims and Objectives

Children must have full and equal access to the National Curriculum, whatever their religion, ethnicity, first language, special educational needs, gender, (see Equal Opportunities Policy). Blue Coat CE Junior School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of minority ethnic pupils who are at risk from underachievement. We will identify individual pupil needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently.
- Use English as a means of learning across the curriculum in order for them to be able to fulfil their academic potential.

We will provide effective learning opportunities for all pupils in accordance with the statutory inclusion statement of the National Curriculum, by:

- Setting suitable learning challenges.
- Responding to diverse learning needs.
- Overcoming potential barriers to learning.

The school recognises the following factors as being central to progress for EAL pupils:

- Recognition of the importance of home language.
- Treating racism and bullying seriously (see Racial Equality, Equal Opportunities and Anti Bullying policies).
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Curriculum, which portrays positive images and role models.

3. Curriculum Principles

At Blue Coat, we recognise that the curriculum should reflect the ethnic and cultural diversity of modern Britain. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds. The school's goal is to enable pupils from minority ethnic backgrounds to gain full access to the National Curriculum and to develop strategies for recognising and overcoming any obstacles that prevent pupils from developing their full potential in school.

4. Teaching and Learning Styles

In our school, teachers take action to help children who are learning English as an additional language by various means:

1. **Providing a welcoming and supportive induction into the school by:**
   - Seeking information from parents and new pupils about cultural background, previous educational experience and achievements, special interests and skills, dietary or dress requirements.
   - Conducting a tour of school and explaining how it is organised.
   - Talking through rights and responsibilities for parents and pupils (homework, uniform, lunchtime arrangements, start & end of school day, etc.)
   - Answering any questions parents and children may have.
   - Negotiating an induction programme to suit the new child's needs.
   - Ensuring that host classes are prepared to welcome their new classmates and allocating a suitable pupil to be their special "buddy" during their first few weeks.
   - Ensuring that all staff are aware of the pupils new to English and what they can do support their welcome into our school.
   - Being prepared to address any difficulties that may emerge during the induction period.

2. **Developing their spoken and written English by:**
   - Providing a range of clear visual contexts to support listening and speaking in both social interaction and in learning activities.
   - Identifying specific needs relating to the development of the pupil's oracy and literacy skills.
   - Ensuring that these needs are addressed in teachers' planning.
   - Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words.
   - Explaining that speaking and writing in English are structured for different purposes across a range of subjects.
   - Providing a range of reading materials that highlight the different ways that English is used.
   - Ensuring that there are effective opportunities for listening and speaking and that these are used to support reading and writing.

- Encouraging pupils to translate their knowledge, skills and understanding from one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.
- Ensuring parental involvement and participation in pupils' learning, especially if there is no first language support available in school.

3. Ensuring access to the curriculum and fair assessment by:

- Using activities, texts and visual materials that are suited to the pupil's age, ability and level of English language acquisition.
- Providing support through ICT, video or audio materials, dictionaries, translators talking partners, readers and amanuenses.
- Using home or preferred language when appropriate.
- Putting in place any special assessment and reporting arrangements required by the DCSF.
- Consulting with parents and enlisting their support in helping their children with their learning.

5. Resources

In order to develop independence, all pupils will have access to:

- Pictures, artefacts, ICT resources, illustrated books, bilingual picture dictionaries, English picture dictionaries, dual language books, help-sheets, word-banks, labelled diagrams and pictures, writing frames and differentiated materials, displays, etc.

6. Curriculum Access

All children in our school, including those with English as an Additional Language, follow the requirements in the Key-stage Two of the National Curriculum. Wherever possible we do not withdraw pupils from lessons to receive EAL support. If a language support teacher is available, support is focused on enabling the class teacher to assess, plan and provide appropriate learning activities to help pupils to access the curriculum and to develop English language skills. The support teacher can also provide additional pupil focused support with small group work and short intervals of one to one support when this is deemed to be appropriate. Sometimes the support teacher may work with group of children where only one child has EAL.

7. EAL Pupils & School Policy Durham Blue Coat Junior School

In our school EAL Pupils are best supported when:

- ***all teachers are responsible for language teaching*** and specialist EAL work is class-based, working collaboratively with class/subject teachers, with joint planning/review;
- ***teachers use specific support strategies*** e.g. additional verbal support, repetition, visual support, non-verbal gestures, pictures and active learning strategies;
- ***pupils have access to strong English language peer models and collaborative tasks***. Pupils acquire social/functional English from peer interaction. Subject-related vocabulary/structures, e.g. English for science or mathematics investigations, are best

acquired through small group collaborative work where talk and interaction are central to the task;

- ***the curriculum reflects and draws on pupils' cultural, religious and linguistic knowledge and experiences***, and resources present positive images of those experiences.

(Research shows that it takes one to two years for EAL Pupils to develop fluency in social, conversational English but much longer (minimum of seven years) to acquire fluency in subject/curriculum-related English. EAL Pupils acquire a second language most effectively when they are engaged in learning, **not** when the focus is on English. They do not need separate or extra English tuition or remedial support. They **do** need supported access to ongoing class work and focused support for using English across the curriculum.)

In our school, support is requested from the EAL and Equalities Team when we admit pupils who:

1. **need support with induction.**
2. **are new to English or new to this culture.**
3. **are underachieving.**

If the school receives support from EAL and Equalities Team

- EAL and Equalities Team advisory staff together with the class teacher, will conduct an initial assessment within two to three weeks of an EAL pupil entering our school.
- EAL and Equalities Team advisory staff jointly develop materials, deliver tasks, monitor progress. Everybody is clear on the EAL and Equalities Team's staff roles including staff development.
- Staff are aware of pupils' language needs and the importance of using accessible language. We try to make texts/worksheets clear, accessible, with visual support. Teachers make use of directed activities related to texts.
- Staff aware of the distinction between pupils' competence in conversational English and subject-specific needs.
- Staff make clear distinctions between EAL and SEND. Groupings are supportive and frequently reviewed.
- There are plenty of opportunities for small group collaborative work with strong language peer models.
- Assessment processes take account of, and give credit for, pupils' developing use of English across the curriculum.
- We value languages other than English. Pupils are confident when operating in mother tongue.
- Pupils' interpreting/translating skills acknowledged.
- Parents are given appropriate information about records of achievement and National Curriculum assessment in languages other than English, where appropriate.
- We have active policies on equal opportunities and cultural diversity. We have clear procedures for dealing with racial harassment.

8. Roles and Responsibilities

The Headteacher:

- ensures that the School Improvement Plan takes account of the needs and skills of EAL Pupils, consistent with OFSTED requirements
- ensures that the parents of EAL Pupils have access to information about National Curriculum assessment procedures and the scope and purposes of records of achievement
- Chairs the Racial Equality Working Party in order to develop and monitor the Racial Equality Action Plan and other linked policies and ensure practice follows agreed guidelines and carries out ethnic monitoring to observe the performance of different groups in relation to academic achievement and uses the results to assess whether provision is ensuring equal educational achievement by all groups.
- jointly manages, with the **EAL and Equalities Team** support staff, data collection to meet monitoring requirements
- ensures there is periodic/systematic review of book stocks and resources to recognise cultural diversity and to avoid bias
- ensures liaison between all staff involved with teaching and assessing EAL Pupils
- ensures there is an effective policy for teacher assessment, involving continuous monitoring of pupils' developing use of language across the curriculum and drawing on a range of evidence of achievement in listening, speaking, reading and writing
- ensures appropriate support and provision for EAL Pupils in assessment tasks and tests
- feeds back relevant data to the LA, including learners' performance on standard assessment tasks and tests
- collects ethnically-based data in accordance with Department for Children, Schools and Families (DCSF) requirements.
- ensures that parents are sent at least one written progress report every school year and that they have opportunities to discuss the report with the school
- ensures that reports are written in language which is accessible to parents where necessary and in ways which avoid cultural bias.

The Class Teacher:

- is familiar with pupils' cultural/linguistic backgrounds.
- reviews schemes of work to ensure cultural relevance and avoid bias
- uses knowledge about the pupil's first language to plan support
- gives careful consideration to supportive groupings
- matches language/learning demands of tasks to pupil needs
- supports learning through additional visual and verbal prompts
- makes focused and systematic observations of EAL Pupils in a range of learning/social contexts
- takes account of pupils' developing use of English and the markers for progression, including nonverbal actions, 'silent' phase etc.
- ensures that EAL Pupils are actively involved in the process of self-assessment
- plans support for end of key stage tasks and tests e.g. grouping, resources, bilingual support

- ensures that new pupils receive a planned induction to the school
- checks that information related to pupils' cultural/religious backgrounds is explicitly detailed e.g. dietary needs
- ensures that the fullest possible profiling is undertaken for pupils newly arrived from country of origin
- gathers evidence of achievement across a range of contexts
- records details of pupils' mother tongue oracy/literacy skills
- ensures that records reflect the full range of pupils' cultural and community activities
- uses a wide range of assessment techniques and recording methods (visual, pictorial, oral).
- examines evidence of achievement, including cross-cultural and bilingual samples of work
- makes effective judgments, recognising the limitations of assessing in English only.

9. EAL Pupils who have Special Educational Needs and Disabilities or are More Able and Talented

A child has special educational needs if she/he has a learning difficulty. A child must not be regarded as having a learning difficulty (see Code of Practice and school Special Educational Needs and Disabilities (SEND) policy) solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs will include a proportion of EAL pupils, and other pupils from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEND in EAL pupils. Assessment of SEND in EAL pupils will involve the SENDCo as well as **EAL and Equalities Team** support. If appropriate, the school will try and arrange an assessment in the child's first language. The nature of support for EAL pupils with SEND will be decided on an individual basis through consultation between the SENDCo and **EAL and Equalities Team**. Provision of support will be reviewed regularly. This support will take account of the child's needs as an EAL pupil. The SENDCo will be responsible for ensuring (with the support of **EAL and Equalities Team**) that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

10. Liaison with Parents

As with all children it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is the key. For parents of EAL learners this is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Monitoring letters, newsletters, sent home to check that language used is clear and straightforward.
- Reading through letters (where appropriate) with children before they are taken home.

- Encouraging parental attendance at parents' evenings and participation in other school functions e.g. school assemblies, PTA activities, fêtes, sports days.
- Inviting parents into school to help with class activities e.g. reading, cooking, class outings.
- Encouraging parental involvement with shared reading and homework, which may be specifically language based.
- Encouraging parental involvement on Governing Body or the Racial Equality Working Party.

11. Transfer from Infant School

Regular contact is maintained with Newton Hall Infant School (and other feeder schools) and our Year 3 teachers and SENDCo:

- Throughout the year, but particularly during the summer term, make with the children who will be transferring to Blue Coat Junior School in September.
- Share information on pupils' progress in English language acquisition at Key Stage One.
- Meet in the second half of the summer term to discuss transfer of EAL learners.
- Organise opportunities for the children to visit Blue Coat to help ensure a smooth transition.

12. Transfer to Secondary School

At the end of Key Stage Two, EAL learners usually transfer to Framwellgate School:

- Care is taken that parents have full access to information about the range of choices available to them. Teaching staff are always ready to offer support and advice about the various options.
- Meetings are held with SENDCos and Y6/7 teachers in the summer term and opportunities are arranged for visits in order to ensure a smooth transition.

13. Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets. The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed bi-annually.