Dulverton Primary School

"We love to learn, we like to play, we do our best in every way."

EAL (English as an additional Language) Policy

Dulverton Primary School is committed to achieving the UNICEF Rights Respecting School Award

This Policy relates to Articles 28 of the UN Convention of the Rights of the Child which states:

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this

Review Summary

Policy Owner	EAL Lead
Approver	Head Teacher & Deputy Head Teacher
Date approved	Spring 2025
Next review Date	Spring 2026

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1. **Introduction**

This document outlines Dulverton's English as an Additional Language Policy (EAL). It details how EAL is supported throughout the school, in both the curriculum and other aspects of school life. This policy is reviewed on an annual basis or as circumstances require.

Dulverton is aware that bilingualism is a strength and that pupils with EAL have a valuable contribution to make linguistically and culturally. As language is central to our identity we should value other languages and cultures and invite our EAL pupils to share their knowledge of them with others. We aim to remove the barriers that stand in the way of our EAL pupils enabling them to enjoy academic success.

2. Aims

It is the aim of the School that every child with EAL is able to:

- Access all areas of the curriculum.
- Reach their full potential.
- Work with a growing degree of confidence.
- Continue to use their first language with pride and confidence.
- Use a range of languages including everyday English and technical and scientific language.
- Express themselves confidently in a range of situations on a variety of subjects to differing audiences.
- Express themselves in both spoken and written English.
- Rely on the support of adults within the classroom and in small groups where and when they need it.
- Have access to a range of resources which will aid their learning.
- The School also endeavours to provide the parents of children with English as an additional language with any support they may need throughout their child's school career, with translators being used, if appropriate, to afford them the same accessibility to knowledge of their child's progress as all other parents.

3. Admitting new pupils

We acknowledge that starting a new school can be a daunting process. We recognise the importance of links between home and school. All families are encouraged to work with school to help the development of their child. We welcome and embrace parents into school.

We follow the school's normal admittance procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in the U.K.
- Pupil's first language
- Other languages spoken at home/by pupil
- Links with pupils already in school
- Pupil's educational background

We normally attempt to contact previous schools. As with all prospective or new pupils

parents/carers and pupils are offered the opportunity to take a tour of the school and be introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

4. EAL and Early Years

In the Foundation Stage we find that this environment is the perfect place for children with EAL to develop their language skills through active play and talk.

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.
- Providing opportunities for children to hear their home languages, as well as English.
- Providing a variety of writing in the children's home languages, as well as in English.

5. **We will ensure that EAL pupils:**

- Have access to the whole curriculum
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible i.e. with their intellectual/academic equals
- Are not automatically placed with Learning Support pupils
- Are not subjected to standardised reading tests in order to place them in teaching groups.

6. Teaching and learning

We will:

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide specific time for pupils with EAL needs.
- Be aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language, which can take 7-10 years to reach native-speaker levels.
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.

- When necessary, provide spoken and written, curriculum-specific, language models for EAL pupils e.g. writing frames.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc.) genre features and characteristics (narrative, reports, etc.).
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners.
- Encourage parents/carers participation in EAL pupils learning, EAL Assessment, Record Keeping and Information Transfer

7. The role of the EAL Coordinator

The EAL Coordinator will:

- Liaise with the English Language Support Service.
- Liaise with the Head Teacher.
- Liaise with the Class Teachers.
- Keep copies of pupil records and assessments to monitor the progress of pupils with EAL in comparison to the attainment of other pupils in the school.
- Represent the school on INSET courses and feedback to school staff. Arrange INSET sessions in school for staff as appropriate.
- Purchase resources to support the learning of pupils with EAL, with a budget specifically provided. Maintain a central store of appropriate resources for use by staff within the school.
- Liaise as necessary with the parents of pupils with EAL and find interpreters/ translators for report meetings/parents evenings etc.

8. SEN

It is important to make a distinction between pupils for whom English is an additional language and pupils for whom English is an additional language with special educational needs. The class teacher will consult with the SENCO when a pupil with EAL is also thought to have SEN.

9. EAL and Inclusion

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. We provide learning opportunities that enable all pupils to access the curriculum and to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

10.Equal Opportunities

All children are given equal access to the curriculum regardless of their ability, age, gender, physical ability, race, religion or social background. Children with English as an additional language are supported through differentiated work.