



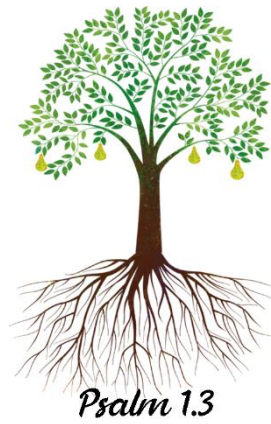
# English as an Additional Language (EAL) Policy

## Version Control

| Version | Date     | Description                           |
|---------|----------|---------------------------------------|
| 1       | Sept 20  | New Policy                            |
| 2       | Sept 22  | Review<br>Definition and SEND updated |
| 3       | Autumn24 | Review<br>Update EAL definition       |

Date: Autumn 2024  
Review: Autumn 2026

## Christian Vision at Alder Grove



Our vision for Alder Grove School is about the importance of roots. Just as a tree cannot grow to be healthy and strong without good roots, so we believe that children need the right conditions to grow and flourish.

Our school community at Alder Grove is rooted in the following values:

**Kindness**

**Service**

**Truthfulness**

**Forgiveness**

**Courage**

**Perseverance**

We see these values in the life of Jesus, and Christians choose to live their lives rooted in him. At Alder Grove, we want to help all our children, whatever their faith background, to grow deep roots which will enable them and the whole community to be strong and healthy learners, and to care for each other.

As we live out these values, we help each other to flourish and grow. Our vision is not just about individuals but about a whole community, so we emphasise the importance of serving each other, and treating each other as we would like to be treated, and we also believe in the importance of caring for the world around us.

When the roots are healthy, we will see fruit growing:

*'They are like trees planted along the riverbank, bearing fruit each season' (Psalm 1.3).*

The right roots will allow our children to fulfil their potential in all areas of life.

**Aims:**

The aims of this policy is to indicate how we at Alder Grove will cater for the needs and support all our of our EAL pupils.

**Description:**

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may be well in advance of their current ability to communicate in English.

Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with academic success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

**Definition**

The term “EAL” is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been ‘exposed to a language at home that is known or believed to be other than English’ (Department for Education, 2019).  
*Bell Foundation*

EAL children may be:

- Newly arrived from a foreign country and school
- Newly arrived from a foreign country, but an English-speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language is not English
- Seeking Asylum or have refugee status

**Admission and Induction of EAL children**

The school will ensure that all new pupils are welcomed equally and without discrimination.

The following procedures are followed:

- Parents/carers are given written information detailing school procedures and requirements. Where possible this information is given in the home language.
- The class teacher and EAL leader are informed of the new arrival prior to arrival wherever possible.
- All relevant information is passed to the class teacher to help the integration process.

**Assessment**

- After a ‘settling in’ period, an assessment will be carried out by school staff to establish the stage of language acquisition and needs.
- The pupil will then be supported on a 1:1 basis and follow our programme for children new to English, as provided by the EAL leader.
- Progress is monitored at least every half term in pupil progress meetings by the class teacher and EAL leader; children failing to progress are identified and given additional support within class.
- A further programme to support children who are still at the beginner/intermediate level of language acquisition has been designed and can be adapted to support specific identified areas of difficulty.

**Teaching and Learning Style**

Teachers use various methods to support children who are learning English as an additional language.

Spoken and written English is developed by:

- Ensuring that key vocabulary is covered and explained.
- Providing children with a range of reading materials, including some dual language books and access to dual language interactive computer packages which exemplify the different ways English is used.

- Providing 'talk partners' within class to model how language is used.
- Giving children appropriate opportunities for talking and using talk to support writing.
- Pictorial cues are displayed during lessons and throughout key areas of the school.

Ensuring access to the curriculum is achieved by:

- Using texts and materials that suit their ages and learning stages
- Providing support through ICT video and audio materials and dual language dictionaries
- Using home language where appropriate provided by native speakers

### **Professional Development**

The school recognises the need for the ongoing provision of staff CPD given by the EAL leader and/or in conjunction with a member of the LA Children's Services Team. The dissemination of best practice takes place with the aim of raising achievement across the school.

### **Resources**

The school continues to build a range of materials/resources that are accessible to support the needs of EAL children. The school also has access to the resource bank available through the Local Authority and the Trust.

### **Special Educational Needs and Differentiation**

Some EAL children may have a special educational need and in such cases children will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

### **Role of EAL Leader**

The role of the EAL leader is to:

- Compile and update the EAL register
- Support colleagues in providing for the needs of EAL pupils
- Assist with the assessment of newly arrived children and any other EAL children causing concern
- To monitor progress of children currently being supported using EAL programmes
- Liaise with staff supporting EAL children
- Liaise with Assessment leader to enable effective monitoring of all EAL pupils.
- Co-ordinate and provide INSET on working with and supporting EAL pupils
- Disseminate good practice
- Develop and improve resources

### **Role of Governors**

Issues regarding EAL are reported to governors during informal and formal visits. The leader for EAL is also invited to Child Development Committee meetings to discuss EAL matters when necessary or appropriate.