



ETCHELLS
Primary School

EAL POLICY

October 2022

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author/Reviser
October 22	1.0	Policy prepared	C. Wilson

CONTEXT & INTENT

In this policy, the term 'English as an Additional Language' (EAL) refers to learners who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019). A Bilingual Learner refers to pupils who use or have access to more than one language at home or at school- 'it does not necessarily imply fluency in both or all languages (DFES Guidance 2007). An Advanced Bilingual Learner is a pupil who has had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background (DCFS 2009).

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning. Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL are given the best chance possible to reach their full potential.

BACKGROUND

At Etchells Primary school we celebrate and value the diversity of our school community, these principles underpin our school ethos. The School has, at present, approximately 47% of the students classed as having English as an additional language (EAL). Altogether, there are at least 25 different languages spoken and heard by our children and in our school community. Accurate figures are reported termly at the Full Governing Body.

A proportion of our pupils have arrived from other countries with no or very little understanding of English. A number of these pupils who have come from abroad and have attended other schools before joining our school.

AIMS

This policy supports the needs of those children who attend Etchells Primary School who are learning English as an additional language. It aims to welcome the cultural, linguistic and educational experiences that such pupils bring to our school, while supporting them through the academic process, so that they become confident and fluent in speaking and listening, reading and writing English. To achieve these aims we have both a clear teaching and learning policy, as well as an inclusion policy.

TEACHING AND LEARNING:**- Staff role:**

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

- Ensuring that they keep up with best practice to support children with English as an additional language
- Following the EAL policy
- Tracking the attainment and progress of those children with English as an additional language
- Ensuring all written work includes the technical requirements of language as well as the meaning
- Providing a good model of spoken English
- Where possible, using a variety of types of text to explore their subject and through the varied use of English
- Ensuring the inclusion of pupils with EAL in their classrooms
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil
- Directing teaching assistants to support children in class where necessary
- Utilising small group work as soon as the pupil can be successfully integrated into the classroom environment

The needs of pupils with EAL are considered by teachers when planning lessons. Teachers will ensure that:

- The language and learning demand of the curriculum are analysed and support is provided
- Visual support is utilised to provide greater understanding of key concepts
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available

- Delivery of lessons:

Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

- Classroom activities will be matched to pupils' needs and abilities
- Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly
- Classroom displays will reflect cultural and linguistic diversity
- Assessment methods will allow pupils to show what they can do in all curriculum areas
- Bilingual dictionaries are available to aid pupils with EAL
- Dual language textbooks are available and used where possible
- Visual supports are utilised where possible

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise
- The provision of writing frames
- The use of props

Language skills will be developed through:

- Collaborative activities involving spoken communication
- Feedback opportunities and conversations
- Good models provided by peers

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills
- 'Expert' readers and writers present in each group to aid and model language

- **Assessment**

- The monitoring of pupils' progress is shared between all teachers
- Pupils are encouraged to set their own targets and objectives to bolster self-esteem and increase accountability
- Children starting school who have EAL will be assessed using the NESSEA steps

INCLUSION

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem
- The language development of pupils is the responsibility of the entire school community
- Mainstream and support departments will work together to ensure optimal outcomes are achieved
- Diversity will be valued and classrooms will be socially inclusive
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge
- Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English

LEADERSHIP, MANAGEMENT AND GOVERNANCE

- **EAL Lead**

The EAL lead is responsible in ensuring that:

- Policy is maintained and updated
- The teaching, assessing and resourcing for children where English is an additional language are in place and managed by the EAL lead, in close collaboration with Senior Management
- The EAL lead draws up an action plan for EAL as part of the inclusion action plan which is evaluated and informs the head teacher and governors of developments over the year through the curriculum report
- The head teacher is informed of progress for EAL children and of any developments in the area
- The EAL lead attends regular training and professional development, and organises INSET and training for other members of staff when necessary
- Resources are bought with the annually allocated EAL budget for use by all staff who are informed of their use

- **Headteacher**

It is the Headteacher's responsibility to:

- Ensure that children with English as an additional language are effectively catered for and make good progress.

- **Governing Body**

It is the Governing Body's responsibility to:

- Ensure sufficient time and resources are devoted to enable EAL children to improve their English skills and allow access to the curriculum.

SUPPORT:

- **Parental support**

Parental support throughout this process is essential to improve the children's attainment. We meet with parents when they first look round the school and guide them through filling in the child's pupil details when registering the child so that we have a clear picture of child's EAL status. We ensure that parents understand their responsibility at this point, which includes supporting homework and hearing their child read regularly. If required we would use an interpreter to support any of these communications. We encourage all parents to meet with class teachers at the start of the year for a 'meet the teacher meeting' which explains the daily routines and also how we will support the children and how they can best help. We also provide up to three parental consultations annually. But also, less formally, we speak to parents about their children and their needs at times when the

parent is either dropping off or picking up their child. Staff strive to encourage parental and community involvement by:

- Providing a robust welcoming induction process for newly arrived pupils and their families/carers
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible
- Celebrating and acknowledging the achievements of EAL pupils in the wider community
- Recognising and encouraging the use of first language
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions
- Provide interpreters for meetings when needed
- Ensure the language used in letters to parents is clear and straightforward
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate
- Encourage parents to become involved with homework through shared reading schemes and language-based homework
- Plan activities in a way that ensures they do not clash with religious/community commitments.

- **Initial assessments**

Once a child is settled and transitioned into school, support from the Ethnic Minority Achievement Teacher (EMA), who works for the Ethnic Diversity Service (EDS), can be sought. The class teacher must complete a Pupil Referral Form (Appendix 1) in order for support to be pursued.

Once a referral has been made, there are two assessments which can be carried out:

1. Initial Language Assessment – carried out by the EMA
2. First Language Assessment – carried out by an interpreter

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson

planning.

- **Special educational needs (SEN)**

- A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school
- A proportion of pupils with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage
- Assessments of SEN of pupils with EAL will involve EAL specialists along with SEN specialists
- Where appropriate, the school will arrange an assessment in the child's first language.
- It is for the EMA and class teacher to ascertain if the barrier to learning is based on a SEN need or because of their EAL need
- SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy
- If a child has a specific SEN need they will be supported by the Learning Support Service (LSS) rather than the EDS
- The school will ensure that the parents or carers of a pupil with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Appendix:

Pupil Referral form

New mid-term starters inductions procedures form

One page visual

International New Arrivals Questionnaire

Appendix 1:**Pupil Referral Form**

Please fill in this form and return to eds.admin@stockport.gov.uk

If you require an interpreter to help you gather the information, a three-way telephone call can be arranged for you to speak to the child's parents with an interpreter on the line. Call EDS Interpreting Unit on 0161 4779000 to arrange this.

Section One: School Information (please complete)											
School:					Date of referral:						
Address:					Telephone number:						
School contact name:					School contact email:						
Section Two: Pupil Information (please complete)											
Name (full):				Date of school entry:			Class teacher name and email:				
UPN:				Date of arrival in UK:			Countries of residence prior to UK:				
<input type="checkbox"/> Male		<input type="checkbox"/> Female		DoB:							
Year group:		Ethnicity code:		<input type="checkbox"/> Asylum seeker			<input type="checkbox"/> Refugee				
				<input type="checkbox"/> Gateway refugee above			<input type="checkbox"/> None of the above				
If pupil is in Nursery, highlight the sessions they attend:											
		MON		TUES		WEDS		THURS		FRI	
		am	pm	am	pm	am	pm	am	pm	am	pm
Section Three: Pupil Communication (please complete)											
First language: (please specify)											
<input type="checkbox"/> Understands <input type="checkbox"/> Speaks <input type="checkbox"/> Reads: beginner <input type="checkbox"/> Write: beginner <input type="checkbox"/> Reads: fluent <input type="checkbox"/> Writes: fluent											
Other language(s):											
<input type="checkbox"/> Understands <input type="checkbox"/> Speaks <input type="checkbox"/> Reads: beginner <input type="checkbox"/> Writes: beginner <input type="checkbox"/> Reads: fluent <input type="checkbox"/> Writes: fluent											
Social skills:											

Please comment on how the pupil participates informally. e.g. on the playground and in class with friends.

Section Four: Reasons for referral

Areas of strength:

Teacher concerns:

Section Five: Current EAL provision

Do you have the following in place? If you do not, please indicate how you would like us to support you in the comments below.

- Pupil has a couple of 'buddies' to support them during break and lunch times.
- Pupil is seated with good role models of English and not always with the SEND or lower ability group.
- Simple instructions are given with visuals or gestures.
- The class follows structured, consistent routines.
- A visual timetable is used.
- Pupil is encouraged to use first language and has access to a translation tool such as Google Translate.
- Support staff are used to teach new vocabulary prior to a new topic.
- Pupil is given differentiated work with clear language structures.
- Pupil has access to tools such as a word mat or picture dictionary.
- Pupil is given chance to rehearse responses with peers.
- Pupil is not routinely withdrawn from lessons and taught separately from their peers.

Comments:

What do you hope to be the outcome of this referral? (please complete)

- Advice and strategies from a specialist EMA teacher (telephone support).
- School visit from a specialist EMA teacher.
- Observation of the pupil by a specialist EMA teacher.
- An assessment of the pupil's English Language acquisition.
- Short-term bilingual support for a pupil who speaks/ understands no English.
- I have concerns that the pupil may have additional needs or a learning difficulty.
- A first language assessment.
- Other: _____

Please mark all that apply.

Thank you for taking the time to fill in this form. We will endeavour to respond to your request as soon as possible. If your matter is urgent please phone 0161 4779000 and speak to an EMA teacher.

New mid-term starters inductions procedures form

Appendix 2: New starters induction procedure

Etchells Primary School
New (mid-year) EAL Induction Procedure

October 2022

<u>Day/activity</u>	<u>Procedure</u>	
Day 1: Phone call from admissions	<ul style="list-style-type: none"> School receives call from admissions confirming a new pupil is starting. Basic information is gathered including whether the parents speak a language other than English. 	
	<ul style="list-style-type: none"> Class teachers are sent an email confirming the name, age, class, home language and start date of the child. <i>EAL coordinators are also sent this email.</i> 	
	<ul style="list-style-type: none"> Office staff confirm start date with parents: usually three days from the initial phone call or at the start of the next week. 	
	<ul style="list-style-type: none"> Parents and child are invited to tour the school and fill in admissions forms on the next Wednesday morning. <i>*EAL parents are offered an interpreter. The interpreter is booked to attend the admissions meeting and tour the following working day.</i> (siu.bookings@stockport.gov.uk) 	

Day2/3: Admissions tour and forms completion	<ul style="list-style-type: none"> Staff responsible for tour and admissions meeting are: Claire Wilson and Pete Cope. 	
	<ul style="list-style-type: none"> Parents and child are invited to visit school and tour the building and visit new classroom. <i>*An interpreter is offered to be present for EAL parents at this first meeting. Contact siu.bookings@stockport.gov.uk to book an interpreter.</i> 	
	<ul style="list-style-type: none"> During tour, parents are introduced to class teacher and support staff. 	
	<ul style="list-style-type: none"> Starter pack is given to parents and explained. 	
	<ul style="list-style-type: none"> Photo taken of child (if necessary) for class displays, peg names etc 	
	<ul style="list-style-type: none"> EAL parents to write child's name in home language for use in class and on book labels. 	
	<ul style="list-style-type: none"> Lunch procedures are explained. 	
	<ul style="list-style-type: none"> Parents are given access to class dojo and shown how to access the classroom pages with information about the curriculum and classroom learning. 	
	<ul style="list-style-type: none"> Reading records are explained. EAL parents can be reassured that talk around books should continue in home language at home to support their child's literacy development. 	
	<ul style="list-style-type: none"> <i>Admissions forms are filled in and questions are answered.</i> 	

Prior to Pupil's first day	<ul style="list-style-type: none"> Child's name and correct spelling/ pronunciation is shared with class teacher and support staff. Items to be prepared with child's name in line with the other children in the class (e.g. first name and photo, full name and logo etc.) 	
	<ul style="list-style-type: none"> Children in class are told about the new pupil, given some basic information and reminded how to welcome new pupils. 	
	<ul style="list-style-type: none"> If child is new to English then children can learn phrases such as 'hello' and 'welcome' in the child's home language. 	
	<ul style="list-style-type: none"> Child is allocated a seat (near good role models of English, who are sociable and inclusive and likely to form friendships), a peg, a drawer, locker etc. 	
	<ul style="list-style-type: none"> Two or three 'buddies' are appointed to support the new child's first few weeks, they can check in with the child during play and lunch times. They can also support the new child during Art, music and PE lessons when different equipment might be needed. 	
	<ul style="list-style-type: none"> Resources are prepared such as those from the EDS International New Arrivals induction pack. 	

Pupil's first day	<ul style="list-style-type: none"> Child arrives five minutes early and straight to the classroom. They are welcomed by the class teacher and parents have the opportunity to ask any questions. 	
	<ul style="list-style-type: none"> Child is introduced to their 'buddies' and shown their place/ peg/ drawer/ locker etc. 	
	<ul style="list-style-type: none"> Child is shown the toilets and where to keep their lunchbox, where to get a drink etc. 	
	<ul style="list-style-type: none"> If the child is new to English then visuals/ translation tools and word banks/ scaffolding is provided. EDS induction booklet could be used during some lesson time. Other resources from the induction pack could be used also, such as the survival language fan. 	
	<ul style="list-style-type: none"> Priority is given to the child's level of well-being and not to attainment at this early 'getting to know you' phase. 	

Pupil's first week	<ul style="list-style-type: none"> Child has settled with the classroom routines and knows their buddies' names. 	
	<ul style="list-style-type: none"> Child is in school on a full or part time basis dependent on their needs, their emotional wellbeing is sound. 	
	<ul style="list-style-type: none"> Child is included in the day to day activities of the classroom and is beginning to show understanding of the class rules and expectations. 	
	<ul style="list-style-type: none"> Child is able to communicate their needs. 	

	<ul style="list-style-type: none"> Teacher is able to use the child's home language to support their understanding in class if the child is new to English. 	
	<ul style="list-style-type: none"> Contact EDS for more support, strategies or advice regarding EAL pupils. 	

Pupil's first term	<ul style="list-style-type: none"> NASSEA step descriptors have been filled in for any new to English children or any EAL child deemed to be below step six. This information has been shared with EAL coordinators. 	
	<ul style="list-style-type: none"> Documents and reports from child's previous school have been used to inform class assessments and levels of attainment. 	
	<ul style="list-style-type: none"> Child has a meeting with a pastoral manager or class teacher to assess how successful transition into school has been- pupil voice (see EDS form). Parent voice is also captured (see EDS form). 	

Appendix 3: Once page visual



ETCHELLS

Primary School

Headteacher: Mrs Beddows 

Email:
Headteacher@etchells.stockport.sch.uk

Times:

School Hours:
8.50 a.m. to 3.15 p.m. 

Nursery Class Hours:
Monday, Tuesday, Thursday and Friday: 9am - 3.15pm
Wednesday morning: 9am - 11.30am
Wednesday afternoon: 12.45pm - 3.15pm

Contact us: 

0161 437 1792

Lunches: 

Infants: get a free school meal each day.
Juniors: £2.60 per day.

Website: Translation



Uniform:



Fruit Scheme: 

Children in KS1 are entitled
To a free piece of fruit each day.

Communication: 

Class Dojo, Email or school office.
Parents evening – twice a year

Appendix 4: International New Arrivals Questionnaire


ETCHELLS
Primary School

International New Arrivals Questionnaire

Child's name	
Child's Name written in home language	
Ethnicity	
Languages spoken at home	
Languages heard by other people at home	
Language proficiency	
Religion	
Country born in	
Countries lived in	
RWM Skills (in home language and English)	
Medical Conditions	
Interests/hobbies	
Family circumstances	