



## Policy for Pupils with English as an Additional Language (EAL)

### Definition of EAL

Children with EAL are defined as **“pupils who live in two languages, who have access to or need to use two or more languages, at home and in school”**.

### Procedure for Entry and Data Collection

1. When a new EAL child arrives, the Admissions Secretary completes the Initial Entry Form with parent and passes the information to the EAL Co-ordinator/Assistant.
2. If a Bi-Lingual Assistant is needed for an EAL child, she/he will make an assessment of the child's first language ability and provide strategies to support the child and Class Teacher.
3. The Class Teacher will identify a stage/level for EAL pupils using the NASSEA Steps 1 to 7. Needs and areas for support will be identified on Individual Pupil EAL Plans. Once completed, National Curriculum levels will be applied.

### Integration of EAL Pupils

- New pupils will be welcomed by a special friend (who speaks the same language, if possible) and class staff including lunchtime supervisors will be informed to ensure a smooth transition.
- We will ensure a supportive environment around the school and in class using a range of resources and multi-lingual books whilst encouraging children and families to share their culture, language and religion. *Resources include Literacy toolkits to develop writing in different genres, interactive talking pens to support and maintain first language use, and speaking and listening activities for all levels of ability. The books on offer reflect the wide range of different languages spoken in our school.*
- EAL pupils will see effective models of spoken and written English. Focused work on speaking and listening and opportunities to use the language in collaborative contexts will be provided.
- Pupils in the early stages of learning English who are literate will be encouraged to record work in their mother tongue, transferring to English as they become more proficient.
- EAL pupils will be taught subject specific vocabulary for mathematics, science and other subjects as appropriate.

### When Children Start

Newly-arrived children will receive support from a buddy in class and from the Class Teacher and Teaching Assistant to allow them to become familiar with class and school routines in the initial phase. From the parental and child interview to the time the child enters the class, there is a period of one week allowed for the Class Teacher to prepare first language resources and pictures of that child's home, to display around the classroom in order to help the child to settle-in to a new environment.

The importance of home/school links cannot be underestimated. Parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Families must be supported to feel confident in approaching school. Interpreters may be necessary to achieve:

- Completion of Initial Entry Form with parents.
- Translation (if necessary) of school reports on pupil progress.
- Attendance of parents at teacher/parent meetings.

### **EAL Procedures**

Christ the Sower Primary School employs a specialist Teaching Assistant to support EAL pupils and children newly-arrived in the UK. With the guidance of the EAL Co-ordinator, the TA works alongside Class Teachers to support the English acquisition of groups of pupils, which may include:

- Giving support and advice to teachers for their planning and provision for bilingual learners.
- Having a weekly subject-focused group for children, with a particular aim (e.g. developing speaking and listening skills) alongside key objectives for literacy, pre-tutoring groups in new vocabulary.
- Completing detailed assessments of children's English acquisition, which are then used to inform planning and provision. These take the form of assessing children's receptive English and their progress along the NASSEA steps 1 – 7, covering Speaking, Listening, Reading and Writing.

### **Progress Monitored by NASSEA Grids**

Each child classified as having EAL will have a NASSEA assessment form completed termly by the Class Teacher, with an individual EAL target set and reviewed on a termly basis (See Appendix 1). Work will be differentiated and include visual cues where necessary for EAL children by the Class Teacher, supported by the class Teaching Assistant. Once steps 1- 7 have been completed in all four areas, EAL children will be assessed using the National Curriculum levels.

The EAL Teaching Assistant, Mrs Ranbir Sandhu, will provide pre-vocabulary tutoring and grammar support and advice for identified children in each year group. The EAL Co-ordinator, together with the Class Teacher and the EAL Teaching Assistant, will co-ordinate groups to ensure that appropriate support is given.

The school has access to the Ethnic Minority Achievement Support Service (EMASS) where required. The progress of pupils in each year group with EAL is monitored, which enables the school to identify particular groups of children who may not be meeting their full potential and implement additional tutoring.

### **The Role and Responsibilities of the Class Teacher**

- Teachers are responsible for data collection and completion of individual EAL targets to identify needs and progression of EAL pupils.
- Teachers will develop strategies to support English language development, as identified and should be evident in weekly plans.
- Teachers are responsible for planning tasks to ensure effective use of bi-lingual Assistants where required.
- Teachers will review tasks and monitor pupils' progress half termly using the NASSEA grids. These are reviewed by the EAL Co-ordinator and EAL Assistant to ensure progress is being made.

- A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught. Should general learning difficulties be evident, these will also be referred to in an Individual Education Plan and the child will be placed on the Special Needs Register (see SEN policy).

### **Evaluation of the EAL Policy**

All NASSEA grids are reviewed once each term. Additional or alternative provision is made available for any children who have not made sufficient progress.

- Every term the EAL co-ordinator and assessment co-ordinator analyse data relating to achievement and attainment, linking this specifically to children with EAL. The outcome of this analysis drives provision and interventions for the coming term and forthcoming year.
- A Provision Map is used to organise and monitor provision across the school. The impact of specific interventions is evaluated in order to ensure children are making as much progress as possible.
- Progress and other EAL data is reported to the School Governors through the Curriculum Committee and through the Head Teacher's report to Governors.
- The SENCo/Deputy Headteacher meets with the EAL Teaching Assistant and/or EAL Co-ordinator to discuss any current concerns.

**Signed**

**Date**

**Resources see appendix - list required**  
**NASSEA grid appendix**