

# Padiham Green Church of England Primary School

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## **English as an Additional Language (EAL) Policy September 2020**

*This statement details our vision to identify and meet the needs of those children at Padiham Green classed as*

*‘English as an Additional Language’ (commonly referred to as ‘EAL’). That is, children who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.*

### **Aims**

Padiham Green School is committed to meeting the needs of children with English as an Additional Language. Whilst being clear that EAL is not SEN (special educational need or a learning difficulty), the school acknowledges that children with EAL often have an additional needs in terms of accessing the language used by staff and peers and related learning issues, which can lead to underachievement and isolation. Therefore, we will endeavour at all times to:

Ensure EAL children have full access to the curriculum (and other school opportunities); be proactive in removing any barrier that stands in the way of our EAL children fulfilling their potential; and provide our EAL children – particularly those who are termed ‘International New Arrivals’ (INA) with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

### **Terminology**

EAL is an umbrella term that refers to any children learning and using English as an additional or second language. Within this is the more vulnerable group of INA children. This refers specifically to children who have entered the UK within the past two years.

There are also a number of terms that can be useful when describing the background of EAL children:

*First generation:* meaning they were born in another country and have since resettled in the UK with their family.

*Second / third generation:* meaning they were born in the UK into a migrant or dual-heritage family.

*Migrant worker:* those who have moved for economic betterment.

*Asylum seeker / refugee:* those who have moved to escape famine, persecution and other tragic events.

### **Context**

As of September 2020, we have one child at Padiham Green who is identified as EAL and speaks a language other than English as their first or common language.

## **Key Principles**

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community and wider public society.

EAL children will take approximately 5 to 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.

EAL children have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL children are not automatically termed as having a SEN and should not be labelled or treated in this way.

EAL children are not automatically lower ability and should not be labelled or treated in this way.

EAL children will have potential strengths as well as additional needs.

There is a social-emotional and cultural dimension to catering for the needs of EAL children.

## **Roles and Responsibilities**

There is a collective responsibility held by all staff, to identify and remove barriers that stand in the way of our EAL children's achievement and inclusion. Currently the designated EAL Co-ordinator is the Inclusion Manager and SENco, Mrs Lisa Tyrer who oversees development and day-to-day coordination of EAL provision.

Responsibilities of the designated EAL Coordinator include: Identifying incoming EAL children, with support of the Staff Team; bringing the presence and needs of current EAL children to the attention of colleagues; responding to requests for information about EAL children; ensuring that EAL children are integrated into classes and have full access to the curriculum; and maintaining a register of EAL children.

## **Approach to Teaching and Learning**

Every teacher could encounter children who do not use English as their first language. To be successful, we will have to nurture language development. Every teacher may encounter children from other countries who will often have very different educational experiences in terms of length and focus and style of previous learning. To be successful, we will have to coach children in how to learn as well as teaching our subject. Potentially, every teacher will encounter children who having moved countries are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups as well as teaching our subject.

## **Placement**

We recognise that EAL children, who may be new to English and to the UK, need support and stability as they start school. Without exception, we recognise that EAL children:

Have a right to equal access to the whole curriculum; are best placed in groups with fluent English speakers who will provide them with good models of language; should be placed in groups in line with their intellectual/cognitive abilities first, language and literacy skills second; and are not automatically placed with SEN children for reasons of support or smaller groups. INA children will require, as a priority, calm

supportive classes to meet their social and emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues.

### **Admissions, Identification and Tracking**

The School recognises that background information on EAL children can often contain gaps and be inconsistent. This can also be a sensitive issue for some families. However, the building up of a picture on EAL children's linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.

### **Special Educational Needs and children working at a high level of attainment**

The School recognises that most EAL children needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL children will have equal access to appropriate provision in line with the school's SEN Policy. Similarly, the School recognises that there may be EAL children who are working at a high level of attainment even though they may not be fully fluent in English.

### **Resources**

A range of resources are required to support children's English language skills including bilingual dictionaries (where children are literate in first language), key word lists, visual cues and a range of language and literacy interventions. This is an area to be developed as required by the SENCO and Mrs Lisa Tyrer.

### **CPD**

The School will ensure that all members of staff are provided with a minimum of annual access to CPD sessions focused on supporting EAL across the curriculum. These will be coordinated and delivered primarily by the Curriculum Leader. The School will ensure those staff carrying out specific EAL roles access appropriate CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management and Pupil Progress Meetings.

### **Review and Evaluation of Policy**

School data will include relevant information on ethnic minority/EAL children and this will enable the School to monitor targets. This evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed annually.

Next review: Autumn 2021

Chair of Governors: Debbie Barsby