

English as an Additional Language

INTRODUCTION

This policy aims to raise awareness of the emphasis the school places on meeting the needs of the children in our school for whom English is an additional language.

The term EAL is used to describe pupils for whom English is an additional language. EAL learners in our school may have diverse ethnic, religious, political or social backgrounds.

The government definition of a bilingual learner refers to 'all pupils who use or have access to more than one language at home or at school-it does not necessarily imply full fluency in both or all languages'.

We have high expectations and aspirations for all children. Teaching at Crosshall Infant School Academy Trust is of the highest quality to ensure all children make the best possible progress enabling them to achieve their full potential.

A strong emphasis is placed on supporting EAL children's social and emotional development, offering additional strategies where appropriate. This may be in the form of specific one to one support or within a group focusing on a particular area of social skills. EAL children are always given time to talk to adults, and peers, in a variety of situations.

We continually strive to support the planning, organisation, teaching and assessment procedures for these children and to implement strategies and resources which will meet their needs.

This policy follows the Early Years Foundation Stage outcomes and the National Curriculum Framework.

CONTACT INFORMATION

Headteacher:	Mrs Rebecca Sawford
Inclusion Leader:	Mrs Karen Hurrell
Inclusion Manager:	Mrs Louise Ormston

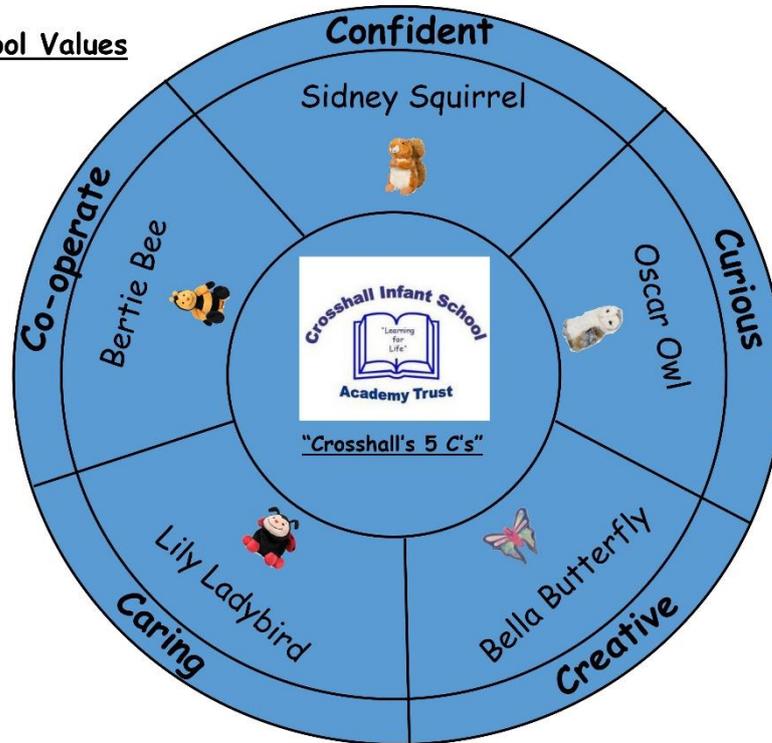
Contact with the above can be made through school:

Telephone: (01480) 475980

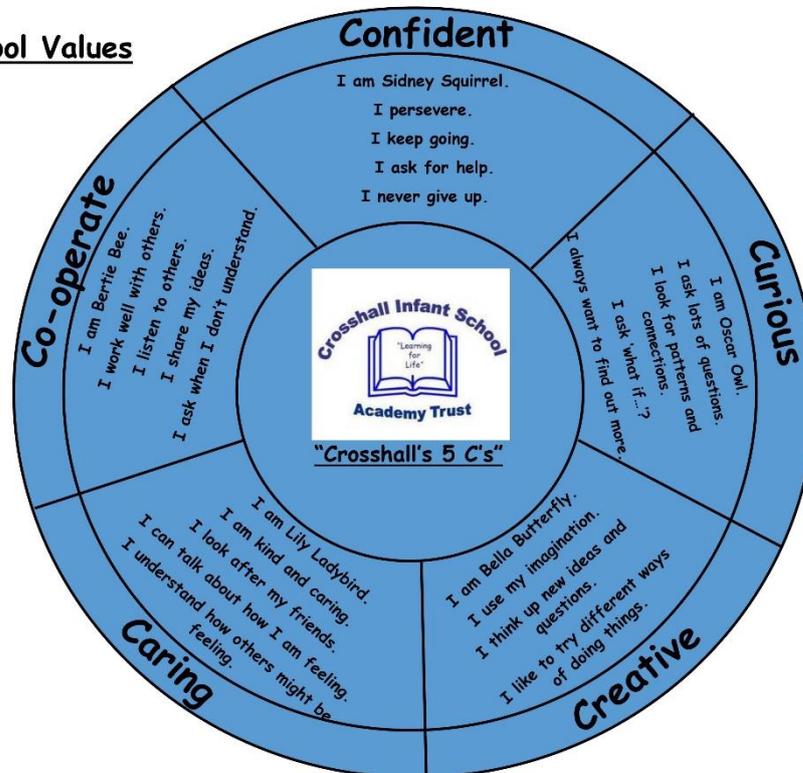
Email: info@crosshallinfant.co.uk

OUR SCHOOL MISSION STATEMENT AND AIMS

Our School Values



Our School Values



All teachers are responsible and accountable for the progress and development of the children in their class, including where children work with teaching assistants or specialist staff.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Crosshall Infant School Academy Trust we recognise that all children are individuals and have differing needs. We aim to develop the full potential of all children in an exciting learning environment. We acknowledge that some children will need more support than others in different areas of learning at some point in their education.

We take a whole school approach in recognising that bilingualism is a strength and that all EAL children have a valuable contribution to make to our school.

Crosshall Infant School Academy Trust has an EAL register which is updated each term.

Approximately 27% of our children have EAL encompassing 37 different languages.

Some of these children are fluent in English while some are new to the language and culture of this country.

Some of our EAL children may be the only speaker of their language in their class or within our school.

Many of these children have had no previous formal education.

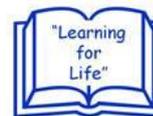
Some EAL children may have experienced trauma for example: war/immigration, which can also have an impact on their school experience.

Stages of EAL

Stages of bilingual learning	Examples
Continued use of home language only	When children enter an environment where the language they use to communicate at home is not understood, they may continue to use their home language in the expectation that they will be understood. This stage is likely to be brief.
Silent or non-verbal period	During this period, children need to acclimatise to an unfamiliar setting and to begin to tune in to the sounds of English in the setting and to begin to know what is expected. They may rehearse the language silently or in private speech until they have the confidence to try out language for communicative purposes.
Repetition and language play, use of routines and single words	Children begin to use single words or phrases and repetition during the early stages of learning English. This enables the learners to interact with others. This may include memorised sequences in singing rhymes and stories or routine language e.g. 'happy birthday', answering the register, asking to go to the toilet.
More complex English or productive English use	Children begin to develop productive use of the additional language which means they can build on, and extend, the use of single words and phrases to produce more complex language. They may combine chunks they have acquired and begin to produce longer and more complex sentences which are closer to the intended meaning.

- These stages may well overlap, depending on context and expectations. They may well produce more complex English in the home/play setting than in the school setting. It is also important to note that young children's language use may well vary within the context of the setting. Our staff are alert to these differences.

Basic interpersonal skills (BICS) usually develop within two years after beginning to acquire EAL. These are defined as skills needed to interact socially.



Cognitive Academic Language Proficiency (CALP) refers to formal academic learning. This level of language learning is essential for students to succeed in school. This acquisition usually takes between five and seven years.

ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

All children have equality of opportunity regardless of their needs. The curriculum is broad and offers a wide variety of interesting and exciting activities to stimulate all children. All activities are modified to ensure that all children can and are encouraged to join in and learn at their level of development.

IDENTIFYING AND ASSESSING NEEDS

Each child, on entering school, is assessed in order that the class teacher can identify their starting point. The teacher can then differentiate the curriculum accordingly and plan experiences for the child. This may be done in conjunction with staff in the year group/team who may work with the child.

A range of further assessments are made as the child progresses through school, as detailed in the School's Assessment Policy. These assessments allow the teacher to establish a child's level of attainment and also whether good progress has been made over a period of time. They will indicate whether or not a child has a particular need.

EAL SUPPORT

When a child's needs have been assessed the teacher will meet with the child's parents to discuss appropriate interventions. Where necessary, targets will be set and support will be given to help the child progress. All staff who work with a child will have access to their assessments and language levels. The support given to a child will depend on his/her level of need. Targets will normally be reviewed on an ongoing basis.

PARENTAL INVOLVEMENT

If effective provision is to be made for children with EAL, it is essential that schools work closely with parents. At Crosshall Infant School Academy Trust we encourage a close partnership with all parents. Parents are involved from the outset in helping to identify and assess a child for whom English is an Additional Language. Once specific needs have been assessed and a plan of action agreed, parents are involved as much as possible in helping their child progress. Regular meetings, both informal and formal, ensure that parents are involved and know how to support their child at home. Strategies are shared and discussed on a

regular basis. Parents are able to contribute by adding their views and comments. We strive to ensure that parents are given all the information that they need and signposted to any further help that may be sought. They are able to contact the school at any time either by telephone, by email or speaking directly to the child's class teacher to make an appointment.

CHILD INVOLVEMENT

At Crosshall Infant School Academy Trust we involve children in all aspects of their education, encouraging them to participate and be engaged as much as possible in their learning. The class teacher, inclusion staff and staff who work with a child with EAL will involve the child in all aspects of their learning and ask the child for their views. The child is encouraged to talk about their strengths and difficulties. All children are made aware of what they need to work on in order for their learning to progress.

RESOURCES

Crosshall Infant School Academy Trust aims to provide a high level and quality of resources, which are utilised to support children with EAL

We have a wide range of resources including games, dual language reading material, dictionaries, ICT programmes, translation apps and topic/resource packs.

TRANSITIONS IN EDUCATION

There are four transitions at Crosshall Infant School Academy Trust namely; Nursery to Reception, Reception to Year 1, Year 1 to Year 2 and Year 2 to Year 3 (Crosshall Junior School Academy Trust). This also includes children who transfer from other pre-school settings or schools. At all of these stages there are carefully planned transition programmes to ensure that all EAL children's needs are met.

EXPERTISE AND TRAINING OF STAFF

Staff have on-going professional development in all aspects of the curriculum including training in specific aspects of EAL. This includes 'in house' and external training. Additional support and advice may be sought from specialists/external agencies who assess, and provide strategies for, individual children.

LINKS WITH OUTSIDE AGENCIES

We have close links with a range of outside agencies and always seek to involve other specialists to ensure the best possible support for our children. These include:

- Eaton Socon Children's Centre
- Specialist Teaching Team
- Speech and Language Therapy Service
- School Doctor/Nurse
- Occupational Health and Physiotherapy
- Hearing and Visual Impairment Team

When it is necessary to involve external support for a child, the child's class teacher, along with their parents sometimes need to make an assessment of an individual child's needs in the form of an Early Help Assessment (EHA). This may be in addition to other referral forms that may be required. All referrals are made with parent / carer consent.

LINKS WITH SCHOOLS/GROUPS

The Junior School/Other Schools

The Inclusion Leader liaises as necessary with the Inclusion Leader of Crosshall Junior School over the school year. An updated register is given and discussed, reports passed on and where necessary visits are made by the Year 3 staff and teaching assistants.

Preschools/Nurseries

Liaison with preschools and nurseries increases in the summer term prior to the new school year. Should we be aware of an EAL child we make more frequent visits and liaise with the parents and the Pre-School Advisory Teacher.

ROLES AND RESPONSIBILITIES

Provision for children with EAL is a whole school approach. All staff and governors have responsibilities to ensure that children's individual needs are met.

The Duty of the Governing Body

The Governing Body are responsible for ensuring that the staff adhere to the EAL Policy to provide the best possible education for all children.

The Governing Body is kept informed about EAL needs within the school.

The Headteacher

The Headteacher is responsible for ensuring that the needs of all children are met appropriately throughout the school according to the procedures outlined in the EAL policy and managed by the Inclusion Leader.

The Inclusion Leader

The Inclusion Leader is responsible for the leadership and overall management of all aspects of EAL Needs within school, as outlined in the EAL Policy. These include: working in partnership with outside agencies; liaising with parents; the SEN Governor; the Headteacher; Class Teachers, Inclusion Manager and Teaching Assistants as necessary. The Inclusion Leader liaises informally with class teachers on a day to day basis and meets with each class teacher at regular intervals.

The Inclusion Leader ensures that the EAL policy is being implemented within school effectively and that children are receiving appropriate support.

The Inclusion Manager

The role of the inclusion manager involves supporting children who have EAL which affects their good progress in school. (this includes language acquisition, social skills and lack of self- esteem). It can involve supporting children on an individual or group basis. Support may be in the form of activities to improve their bilingual skills, using specific strategies to assist children to progress in their learning or activities to support the needs of children through the use of dual language resources. Support is also provided for teaching assistants and parents and advice given to teachers as and when required. Training in specific areas is also accessed in-house and there is the opportunity to discuss ideas and strategies used by staff in other schools. Close liaison with both class teachers and the Inclusion Leader is a key part of the role to ensure a child's needs are identified, addressed and met as quickly as possible. Regular feedback is given to teachers regarding progress made and further strategies where appropriate. We currently use an EAL assessment tracker to record progress and identify areas to work on.

The Teaching Staff

Each class teacher is responsible for putting the EAL Policy into practice within the school. The class teacher is responsible for being aware of all information that relates to the children that they have responsibility for in their class.

The class teacher is responsible for liaising with all staff and professionals who work with children in his/her class. The class teacher must also ensure that he/she liaises regularly with parents and that they are fully aware of what the school is doing to support their child.

EVALUATING THE EFFECTIVENESS OF OUR PROVISION

We have an on-going cycle of reviewing what and how we teach and the different opportunities we offer children. As part of this review we are able to evaluate how successful our provision is and the impact it is having on children's learning. Through our continuous assessment in the different areas of learning, we are able to judge the progress a child is making and make specific judgements about the effectiveness of the provision offered to each individual child.

CRITERIA FOR EVALUATING THE SUCCESS OF THE EAL POLICY

1. That each member of staff is familiar with the policy and consistently follows guidelines within it to ensure that the needs of all children are met.
2. That any child who has EAL is identified early.
3. That any child who has EAL has appropriate provision made.
4. That each child's progress is regularly monitored and as further assessments are made the provision is altered accordingly.
5. That all parents are not only fully aware of their child's needs, but understand what the school is doing to support them and how they can help at home.
6. That a child's feelings and opinions are taken into account.

7. That as a result of provision being made and strategies followed, a child makes progress in the acquisition of EAL and standards of attainment are raised according to an individual's ability.

8. That the school, parents and external specialists work in partnership.

In the unlikely event of any complaint concerning the school's EAL Policy, the Complaint Procedure for all types of complaints as outlined separately in document form should be followed.

Approved: April 2025

Next Review Due: April 2026