



## English as an Additional Language (EAL) Policy

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Person(s) Responsible:	Fatima Esa

## English as an Additional Language (EAL) Policy

At Stamford Park Primary School, we are committed in ensuring that every child reaches their full potential in their learning. We are dedicated in raising the achievement and attainments of pupils with EAL enabling them to do their best within a positive, supportive, secure and safe learning environment.

### Aims

As a school we aim to:

- Provide a welcoming environment in which pupils will learn effectively;
- Provide support to EAL pupils;
- Settle International New Arrivals (INA) into the school as quickly as possible;
- Strive to give all of our EAL pupil's full access to the curriculum;
- Celebrate and value the different cultures and languages of our children.

This policy aims to support all pupils to have access to an enriched curriculum inside and outside of the class environment. Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

### Background

Our pupils at Stamford Park Primary school come from diverse backgrounds with a wide range of language skills. We have seen a change to our demographic and our current community has the following characteristics:

- Rapid increase in number of EAL pupils during the past 5 years;
- Current cohort has 33% who are classified as EAL pupils;
- The EAL cohort is extremely diverse, with both a wide variety of languages (currently 26) and varied levels of English proficiency;
- A proportion of our pupils have arrived from other countries with no or very little understanding of English. Many of these pupils arriving from Hong Kong;
- In class and small group interventions out of class provided by experienced EAL teaching assistants;
- Subscriptions to EAL hub and EAL Star to help support assessments and deliveries of lessons.

### What is EAL?

***"Exposed to a language at home that is known or believed to be other than English"***  
***(Department for Education, 2019).***

EAL means English as an Additional Language - when a pupil speaks a home language other than English. At Stamford Park, there are at least 26 different languages spoken by pupils and the staff and we aim to cater for all these pupils to whom English is an additional language.

Bilingual learners are pupils who use or have access to more than one language at home or at school.

## **Planning and Teaching for pupils with EAL**

At Stamford Park Primary, we are extremely proud to have a number of teaching assistants who deliver EAL interventions to all EAL learners at our school. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. The TAs liaise with the class teachers on a weekly basis to ensure the curriculum is being delivered through the intervention sessions. These sessions will often be pre-teach sessions or survival skill-based sessions. Pupils are encouraged to explore a range of different learning styles - visual, auditory and kinaesthetic and resources are prepared to reflect the needs of individuals across each class and year group.

Across the school, we place a great emphasis on "Talk for writing" and story mapping activities, which underpin the development of language for oral and written communication. Across the school, we are consistent in using a visual timetable in our classrooms to enable EAL to structure their learning day.

A comprehensive programme of intervention is in place for our International New Arrivals, and for those who speak at an "early acquisition" level, to support their access to the curriculum in and out of class. Our EAL TAs work alongside the EAL Star and EAL Hub programme to ensure that these interventions are run consistently throughout the school.

## **EAL Role and responsibilities**

### **EAL Lead**

The lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff.

To achieve the above, the EAL lead will:

- Represent and promote the needs of the EAL pupils;
- Keep up to date regarding EAL "good practice;"
- Audit resources;
- Disseminate information and key messages effectively;
- Support and advise teachers and support staff about the development of EAL strategies, planning and assessment;
- Actively contribute to the development, implementation, monitoring and evaluation of the EAL policy;
- Regularly update EAL action plan;
- Hold admissions meetings with the pupil's parents / carers to confirm start date and answer any questions or queries parents may have;
- Keep the EAL register up to date and relevant;
- Monitor the delivery of sessions;
- Meet regularly with EAL TA's to ensure quality of sessions being planned and delivered;

- Monitor the different languages spoken by all pupils and staff within the school setting;
- Hold settling in phone calls with parents and families;
- Liaise with Stockport Ethnic Diversity Service, to provide translators during meetings and parents evenings.

### **EAL TA support**

- Support EAL children in class or in small groups such as pre-teach sessions;
- Plug any gaps within learning;
- Assess their language skills after their settling in period within the school;
- Liaise with class teachers in planning and delivering interventions;
- Feedback to class teachers regularly;
- Ensure children have settled into school life;
- Participate in coffee mornings and parent meets.

### **INA at Stamford Park Primary (International New Arrivals)**

Before children start school, parents are invited to meet with the EAL lead to discuss individual needs. Children are then offered settling in sessions taking individual needs into account.

### **Settling INA pupils**

- Pupils are encouraged to maintain their home language and use it in the school environment as and when needed;
- Where possible, encourage other pupils and staff who use the same home language as new arrival to communicate with them during their settling in period;
- Pupils will have a buddy to help them settle into the school environment;
- Group INA with good English speaking role models;
- Use as many visual prompts as possible and communication friendly practices;
- Plenty of opportunities for hand on learning, such as role play, games and visits.