



The Hatherley St James' Federation



EAL POLICY

This policy applies to both Hatherley Infant and
St James' CE Junior schools

We want to ensure your needs are met. If you would like this
document in any other format, please contact us:

admin@hatherley-inf.gloucs.sch.uk or

admin@st-james-jun.gloucs.sch.uk

Reviewed by: Eve Kirby
Agreed by FGB: 24th October 2023
Review Cycle: Annually
Next Review due: July 2024

This policy supports the following rights, taken from the United Nations Convention of rights of the child (UNCRC)

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 7 - All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country).

Article 22 - All children have the right to a special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).

Article 29 – Every child’s education must develop their talents and abilities.

Article 30 - All children have the right to practice their own culture, language, and religion or any you choose.

Equality Impact Statement:

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, race, religion or belief and sexual orientation.

1. Vision Statement

The Hatherley and St James Federation are committed to meeting the needs of students with English as an Additional Language. We recognise that cultural and linguistic diversity is a rich resource for the whole school and we aim to create a culture where values around the inclusion of EAL students are explicit and shared across the school. Our inclusive pedagogy includes:

Academic inclusion

- Students are integrated into the classroom as soon as possible.
- Cognitive challenge remains high, irrespective of any language barrier.
- An asset-based approach is fostered in which multilingualism is recognised as an asset.
- The language profile and educational history of EAL students is considered.

Linguistic inclusion

- Each child’s rich language repertoire should be valued. A multilingual environment is linked to children’s confidence and readiness to learn
- Language learning is linked content learning: EAL students have to not only learn a new language, but also learn to learn in a new language.

Social inclusion

- New arrivals must be quickly integrated in all school activities.

2. Context

‘A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is

not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

In England, the EAL national average is 21.2% and 9.4% in the South West. Hatherley Infant School and St James C of E Junior School have a significant number of pupils who use English as an additional language. 62% of Hatherley pupil's federation with varying levels of English language proficiency: 6.3% are band A ('New to English'), 25.2% are band B ('Early Acquisition'), 25.2% are band C ('Developing Competence'), 36.2% are band D ('Competent') and 7.09% are 'Fluent'.

There are a high number of EAL new arrivals joining the schools. In 2022/23, 43 new arrivals joining Hatherley and 26 new arrivals joined St James.

A minority of our EAL students are Pupil Premium: 22% of EAL pupils at Hatherley and 36% of EAL pupils at St James.

3. Aims and Objectives

- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To be proactive in removing barriers that stand in the way of our EAL pupil's learning and success.
- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English
- To encourage and enable parental support in improving children's attainment.
- To ensure that all children's languages cultures and identities are celebrated.
- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.

4. Roles and Responsibilities

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential. The EAL Co-ordinator is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work. Responsibilities include:

- Identifying and keeping records of learners using EAL (e.g. languages and English language proficiency).
- Assessing language development needs (at least two weeks after arrival).
- Monitoring curricular and language progress (termly) and tracking attainment.
- Supporting other staff (teachers and others).
- Working with SLT for the benefit of multilingual learners (shared EAL long term action plan with SLT and governors).
- Helping to ensure curriculum resources reflect school diversity.
- Helping parents to support their children's learning.
- Planning, teaching and monitoring support.

The EAL Coordinator reports to the Executive Teacher, as well as the EAL Link Governor.

All staff are responsible for developing pupils' spoken and written English by:

- Planning and delivering lessons that address the specific needs of EAL pupils.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

5. Teaching and Learning

Teachers and Teaching Assistants have high expectations of all pupils. They understand that pupils who are learning English as another Language are no exception and that their cognitive ability is in advance of their spoken English.

All our pupils learning EAL have the right to access the National Curriculum and therefore taught lessons that are accessible and purposeful along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills.

The EAL Coordinator provides all staff with appropriate CPD so that they are informed and equipped to implement the latest and best evidence. Staff always consider how best to support the learning needs of EAL learner. Strategies include:

- Additional visual support
- Scaffolding for language and learning, e.g. substitution tables, writing frames and cloze procedure
- Additional verbal support, e.g. repetition, modelling and peer support
- Using accessible texts and materials that support pupil's first language, e.g. dual language texts and PenPals, first language texts, dual language Widgits
- Key vocabulary and texts sent home to parents
- Translanguaging so that students make use of their full language repertoire.

6. Assessment

The EAL Coordinator is responsible for assessing EAL learners who are new to the school and/or working within bands A and B.



EAL Definitions of Development:

New to English [band A]: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

Early acquisition [band B]: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for

social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

Developing competence [band C]: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

Competent [band D]: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

Fluent [band E]: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

7. Procedures for admission and induction of new arrivals

Home school links:

- We provide a welcoming admission process for the induction, assessment and support of EAL/new arrival pupils and their families/carers.
- We take account of parents /carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home school links.
- We ensure that translators and interpreters are provided as at when required.
- We aim to work closely with members of the wider community to support our EAL pupils.

Integration of EAL/New Arrival Pupils:

- When a new pupil arrives in our school with little or no English, the classroom environment can be a frightening place to be. When possible, the pupil is placed in a class with other pupils who share the same home language.
- A buddy system (Young Interpreters) is in place to support new pupils in class, at break times and around school.

8. SEND AND EAL

EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs. EAL students are not automatically SEN or ‘special educational needs’, and should not be labelled / treated in this way.

The Hatherley and St James Federation recognise that:

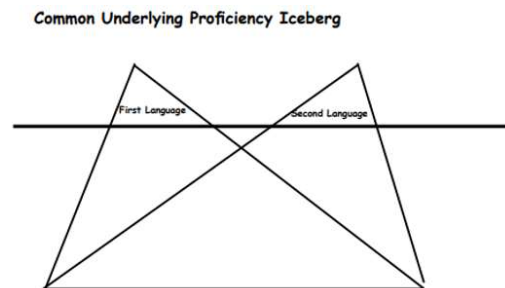
- Making slower than expected progress is not necessarily an indication of additional educational needs, as many factors impact on this, including age of pupil on arrival

to UK, previous education, first language and script and proficiency in first language.

- Assessment using a pupil's first language will provide a more reliable indication of a pupil's learning needs.
- For some cultures, a diagnosis of additional needs may raise fears about mental health and concerns about stigmatisation.
- It is good practice to monitor the additional needs register by language and ethnicity to ensure that no groups are under- or over- represented.
- Research has shown that EAL learners are likely to be under-identified in terms of dyslexia and over-represented in terms of speech and language difficulties.

8. Family Engagement and Working with the Wider Community

The Hatherley and St James Federation recognises that sustaining proficiency in a first language supports the development of a second language. When new families join the school, they are provided with information that highlights the importance of their first language. Parents volunteer to read 'Home Stories' to students in a shared home language and dual language books are gifted to families to show that we value the multiple languages represented in our schools.



Communication is strong between the federation and our EAL families. Parent 'Language Advocates' translate for new to English Parents and new parents are invited to a Parent Workshop on the English education system.

Close links are fostered with the local community, including with GARAS (Gloucestershire Actions for Asylum Seekers and Refugees) to best support our sanctuary seeking families. In July 2023 we were accredited with School of Sanctuary status, an award that celebrates the good practice of schools who welcome asylum seeking and refugee families into their school community and foster a culture of welcome and inclusion for all.