Policy: English as an Additional Language

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West Kirby Primary School is proud to be an accredited School of Sanctuary (July 2023).

School of SANCTUARY AWARD
Welcoming People Seeking Sanctuary

This policy is a statement of West Kirby primary school's aims and strategies to ensure we meet the full range of needs of those children who are learning English as an Additional Language (EAL) in order to help them fulfil their potential

Definition
The Government defines EAL learners as:

'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).

Statement of aims
This policy aims to raise awareness our school's obligation to ensure the needs of language development, social integration and academic achievement of EAL pupils are met whilst learning in a safe, accepted and valued environment.

We see bilingualism as a strength and recognise that EAL pupils can make a valuable contribution to their school community. We celebrate diversity in our school and acknowledge the significance that the role of EAL pupil's home language and background is essential in helping form their identity.

- **Equality**: To be proactive in removing barriers that stand in the way of our EAL pupils learning and success.
- **Diversity**: To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.
- **Belonging and Cohesion**: To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Wirral Context
- Within Wirral, EAL pupils come from a variety of backgrounds. Some are from well-established communities such as Bangladeshi and Chinese, while others are new to the language and culture of this country.
- Many EAL pupils are isolated learners and may be the only speaker of their language in their class or school.
- Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.
- A few of our pupils may have experienced trauma and this will have an impact on their learning.

Context of West Kirby Primary School
At West Kirby Primary School information is gathered about:
- pupils' linguistic background and competence in other languages
- pupils' previous educational experience
- pupils' family and biographical background

At our school we have a number of children across all phases from Early Years Foundation Stage to Year 6 who are learning English as an additional language. Some of the languages spoken by these pupils are Turkish, Malayalam, Welsh, Chinese, Ukrainian, Portuguese, Korean, Vietnamese, Romanian and Tamil.

Key Principles of additional language acquisition

- EAL pupils are entitled to access the full curriculum and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to the words and meanings required for each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to seven years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling correct uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

EAL teaching and learning strategies

- Learning within the classroom have clear learning objectives and or enquiry questions and use appropriate materials and support to enable EAL pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, grammar, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, graphic organisers, photographs, objects, demonstration, use of gesture, technology.
- Additional verbal support is provided, e.g. pre-teaching vocabulary, repetition, modelling, peer support, translated text where appropriate.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Intervention groups to target specific needs of EAL pupils.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and language specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural, and religious backgrounds of families.

Assessment

- All EAL pupils are entitled to assessments as required.
- The Minority Ethnic Achievement Service (MEAS) may be requested to visit school to complete assessments of newly arrived pupils or of more advanced learners who are not achieving age related expectations.
- Progress in the acquisition of English is regularly assessed and monitored. This is achieved through the NASSEA framework.
- Staff should have regular liaison time to discuss pupil progress, needs and targets.
- All assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity are given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Resources

Our school provides appropriate materials - dual language books (can be loaned from School Library Service), bilingual dictionaries and key word lists. ICT, films, maps, and story props, laptops, iPads, learning apps such as Duolingo and BBC Yakka dee! also give crucial support. Subject specific knowledge organisers are also shared with Parents/Carers so they can support language development and vocabulary.

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

Parents/Carers and the wider community

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers. Key documents are translated where appropriate to support communication.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications. This includes progress meetings.
- Identifying linguistic, cultural, and religious background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.
- Offering coffee mornings to bring together families regardless of their home language.
- Providing equipment and clothing in emergency scenarios to support families

Key responsibilities and staff development
A member of staff is nominated to have responsibility for EAL. Currently this is Alex O'Connor. Staff are provided with frequent training throughout the year to support their development.

Useful Contacts and Websites

Wirral Multicultural Organisation	Interpreting, translation & BME support groups	0151 792 5116
Beacon Language Services	Interpreting & translation	0151 662 0622
Wirral Change	Asylum seeker/refugee support	0151 649 8177
The Schools Library Service	Dual language books. Packs to support School of Sanctuary, challenging racism and learning about different languages, cultures, countries & religions	0151 666 3200
The Refugee Council	3 Bondway, London SW8 1SJ www.refugeecouncil.org.uk	020 7346 6700
Asylum Link	St Anne's, 7 Overbury St, Liverpool, L7 3HJ www.asylumlink.org.uk	0151 709 1713
The Bell Foundation	Effective Teaching of EAL Learners - The Bell Foundation (bell-foundation.org.uk)	
Oxford Owl Supporting EAL	bp_eal_guide.pdf (oxfordowl.co.uk)	
School of Sanctuary	Home - Schools of Sanctuary (cityofsanctuary.org)	

Further information, advice and resources for Wirral EAL Children can be obtained from:

Minority Ethnic Achievement Service
Birkenhead Town Hall
Hamilton Street
Birkenhead
CH41 5BR
Email: meas@wirral.gov.uk

Review
This policy will be reviewed every two years by the Headteacher and EAL Lead. Unless there are significant changes and an earlier review is needed.