



English as an Additional Language (EAL) Policy

Created by: WIS
Responsibility: FGB
Review Date: May 2025
Review Cycle: 3 Years
Next Review: Sept 2028

This policy should be read in conjunction with the school's policies for Equal Opportunities, Teaching and Learning and Social, Moral, Spiritual and Cultural (SMSC) Education.

Context

Wootey Infant School is an inclusive school and recognises and addresses the needs of EAL pupils as it recognises the diverse needs of all pupils. This policy should be read in conjunction with our policies on Equal Opportunities/Equality, Teaching and Learning, SMSC and FBV.

EAL practice and provision are monitored by Susie Christer drawing on advice, support and training from EMTAS where required.

Our school's EAL population comprises of mainly UK-born EAL children, who are at differing levels of learning English as an additional language. Some may have literacy skills in their first languages whilst others may not. We believe it is important to gather as much detailed information about our EAL learners and their families as possible in order that we can better understand their needs and support them appropriately. We occasionally have an international new arrival who comes with very little English.

EAL provision at Wootey Infant School

Our core aim is to ensure the full access and engagement of all pupils with the curriculum offered at our school. In this way, the progress and attainment of our EAL children will be enhanced. In order to achieve this, we will:

- Give pupils with EAL full access to the curriculum and to extra-curricular activities including clubs, visits and trips
- Recognise that the best place for an EAL learner to develop their skills in English is in the classroom alongside their peers
- Place pupils in groups according to their cognitive ability, not their level of English
- Maintain high expectations
- Monitor progress in acquisition of English at least termly using an EAL-specific scale
- Ensure pupils with EAL have access to good models of English
- In keeping with Article 30 of the UNCRC, provide opportunities for pupils to use their first languages to support their learning where possible

- Provide additional and appropriate support to EAL pupils
- Provide parents/carers with information and guidance on how they can support their child's learning at home
- Monitor attendance by parents at school events including parents' evenings to check there is parity
- Monitor participation by children in extra curricular activities, trips and visits to check there is parity
- Use age- and interest-appropriate resources to support pupils to access the curriculum
- Liaise with colleagues to identify and triage pupils where there are concerns

Identification and assessment of EAL pupils at Wootey Infant School

Newly-arrived pupils for whom English is an additional language are referred to EMTAS for profiling and support. Staff at Wootey Infant School work collaboratively with colleagues from EMTAS to ensure pupils new to our school settle quickly. A baseline in the pupil's level of English is established using an EAL-specific scale and progress through the early stages is monitored at least termly.

The progress in acquisition of English of more advanced EAL learners is also monitored by class teachers using an EAL-specific scale.

Staff working with EAL pupils have access to information including:

- Assessments of pupils' first language skills
- EAL assessment
- Teacher assessment and tracking
- Individual pupil targets
- Information from parents
- Attendance and behaviour monitoring
- Information from the child's previous school or nursery

This information informs planning, resourcing and provision for our EAL learners.

Methods of working

These are flexible according to the needs of individual pupils and may include:

- In-class support for individuals and small groups
- In-class support from peers, especially those who can act as good language, learning and behaviour role models
- In-class first language support
- Pre-teaching/translating key words
- Developing/providing appropriate resources
- Where appropriate, support within small-group interventions also involving non EAL pupils
- Where appropriate, withdrawal support – the impact of which is reviewed regularly

Monitoring

- Progress in the acquisition of English of all EAL pupils is monitored at least termly until they are able to independently access the full curriculum on a par with their monolingual peers
- Reviews of action plans at least termly
- Monitoring of practice and provision by the EAL Co-ordinator at least termly
- Monitoring by the Leadership Team through performance management (and any other mechanisms that exist)
- Regular reports to Governors

Home-school links

The school is aware that there may be obstacles to communication/participation for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Strategies are in place to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Provide information to parents in a range of languages (e.g. school menus)
- Promote diversity in school (see also Equality and SMSC Policies).

Professional development

Staff are provided with opportunities for in-house training on EAL to extend their knowledge and understanding and enhance their skills. A central record of training is maintained by Susie Christer.

This contributes to the development and dissemination of good practice and to raising the achievement of EAL learners within the school.

Resources

Staff working with EAL pupils have received training, advice and guidance on how to develop and use resources including ICTs to support the language development of EAL learners and to promote full access to the curriculum. The school seeks to borrow or purchase resources which reflect the linguistic and cultural diversity of its community.

Effective EAL support

This will be evidenced by:

- Good leadership and management of EAL
- Responsibility for EAL being shared by everyone on staff
- Pupils with EAL are sufficiently challenged and supported so they make good rates of progress in their acquisition of English
- Provision takes account of pupils at the early stage of English language learning
- Provision takes account of pupils at more advanced stages of English language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- The curriculum offered is relevant and sensitive to the needs of EAL learners
- The Leadership Team is fully involved in the monitoring of support for EAL pupils

- There is regular monitoring of spending on EAL to ensure it is providing value for money
- Good levels of participation by pupils and families in the life of the school

Review

The Headteacher and Governing Body will regularly monitor this policy in order to ensure that it is fully implemented.

Signed:

Chair of Governors

Date:

Review Date: DATE

[Article 30](#) (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.