English as an Additional Language (EAL / Multilingual) Policy

Policy Approval Level	Governing Body
Date of Approval	September 2022
Date of Next Review	September 2025
Status	Non Statutory

Inclusion Leader	Mrs Aimee Jones
Vulnerable Groups Governor	Mrs Sarah Evans

This EAL Policy outlines details of the inclusive provision that we as a school provide to meet the needs of children for whom English is an additional language.

This policy is to be used in conjunction with the EAL Admissions Flowchart, EAL Proficiency in English Assessment Bands and The Bell Foundation Assessment Framework and Supporting Strategies Documents.

Appendix 1: EAL Proficiency in English Assessment Banding Document

Introduction

At Fawbert and Barnard Infants School we ensure that children are valued equally, regardless of their ability or need. We recognise that all children are entitled to a broad and balanced curriculum which must be differentiated to meet their individual needs. Leaders, Teachers and Support Staff work collaboratively to identify and provide support for pupils for whom English is not their first language, as it is our belief that all educational professionals contribute to a child's learning journey.

We believe that multilingualism is an asset and that a child's home language plays an invaluable role in their identity, learning and the acquisition of any additional languages they speak.

We have an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue, and it is our belief that developing and maintaining their home language is vital in order to create a secure foundation for proficiency in English. In addition to this, appreciating and acknowledging home language and culture is crucial in supporting children to develop their sense of self.

Definition

At Fawbert and Barnard school we acknowledge the term 'EAL' as a learner who has another language spoken in their home. This may mean either; the learner is fluent in more than one language (bi or multilingual), or the learner does not necessarily speak another language proficiently, however they may not always be hearing standard English in their home setting.

Languages spoken by children at Fawbert and Barnard include: Bengali, Romanian, Bulgarian, Latvian, Urdu, Spanish, Turkish and Russian.
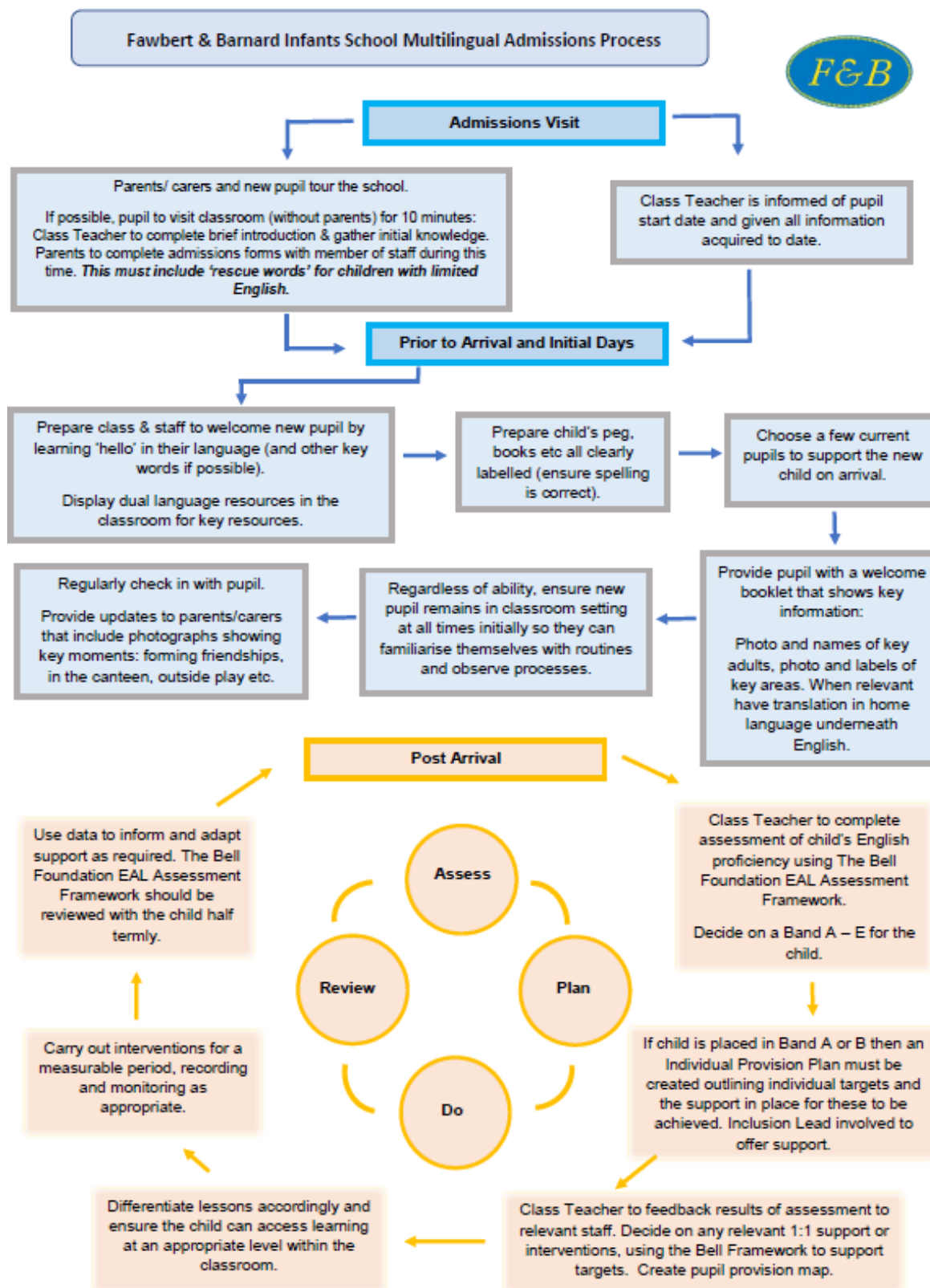
Throughout this policy the term 'EAL' is replaced by 'multilingual'. This is common practice language that is used across the school to enforce that it is an asset if children are exposed to more than one language from a young age.

Aims and Objectives

- To promote equality of opportunity for all learners for whom English is an additional language;
- To provide all pupils with EAL the opportunity to overcome any barrier to learning;
- To welcome and value the cultural, linguistic, and educational experiences and knowledge that pupils with EAL bring to the school;
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full academic potential by becoming confident and fluent in speaking, listening, reading, and writing English;
- To encourage and enable parental support in improving progress for multilingual learners.

Identification and Assessment

From point of admission through to post arrival the following processes are put in place to support children for whom English is an additional language.

Fawbert & Barnard Infants School Multilingual Admissions Process

Admissions Visit

Parents/ carers and new pupil tour the school.

If possible, pupil to visit classroom (without parents) for 10 minutes: Class Teacher to complete brief introduction & gather initial knowledge. Parents to complete admissions forms with member of staff during this time. *This must include 'rescue words' for children with limited English.*

Class Teacher is informed of pupil start date and given all information acquired to date.

Prior to Arrival and Initial Days

Prepare class & staff to welcome new pupil by learning 'hello' in their language (and other key words if possible).

Display dual language resources in the classroom for key resources.

Prepare child's peg, books etc all clearly labelled (ensure spelling is correct).

Choose a few current pupils to support the new child on arrival.

Provide pupil with a welcome booklet that shows key information:

Photo and names of key adults, photo and labels of key areas. When relevant have translation in home language underneath English.

Regardless of ability, ensure new pupil remains in classroom setting at all times initially so they can familiarise themselves with routines and observe processes.

Regularly check in with pupil.

Provide updates to parents/carers that include photographs showing key moments: forming friendships, in the canteen, outside play etc.

Post Arrival

Assess — Plan — Do — Review

Use data to inform and adapt support as required. The Bell Foundation EAL Assessment Framework should be reviewed with the child half termly.

Class Teacher to complete assessment of child's English proficiency using The Bell Foundation EAL Assessment Framework.

Decide on a Band A – E for the child.

Carry out interventions for a measurable period, recording and monitoring as appropriate.

If child is placed in Band A or B then an Individual Provision Plan must be created outlining individual targets and the support in place for these to be achieved. Inclusion Lead involved to offer support.

Differentiate lessons accordingly and ensure the child can access learning at an appropriate level within the classroom.

Class Teacher to feedback results of assessment to relevant staff. Decide on any relevant 1:1 support or interventions, using the Bell Framework to support targets. Create pupil provision map.

Roles and Responsibilities and Monitoring

All Staff

All staff ensure they raise the attainment of multilingual pupils through:

- Providing pupils with excellent models of English at all times;
- Maintaining pupils' self-esteem and confidence by acknowledging and promoting value to their skills in their home language;
- Maintaining positive relationships with parents and carers for whom English is an additional language through participation in whole school language and culture events and supporting and developing wider community links;
- Acknowledging the added pressures and worries entering a new setting can place on a child for whom English is not their main language.

Teachers

Teachers ensure they raise the attainment of multilingual pupils through:

- Assessing multilingual pupils using the Bell Foundation EAL Proficiency in English Assessment, using the information acquired to develop knowledge about pupils' abilities and needs in English and other curriculum areas.
- Using the knowledge obtained from the assessment effectively in curriculum planning and classroom resourcing, ensuring work for pupils is differentiated according to cognitive level;
- Providing pupils with access to resources which are age appropriate, at an appropriate language level and are linguistically and culturally appropriate;
- Developing an understanding of, and valuing, pupils' home languages to facilitate concept development alongside their acquisition of English;
- Providing additional in-class support for pupils according to their individual needs;
- Using key visual and auditory resources to support access to the curriculum;
- Liaising with the Inclusion Leader to identify any concerns for multilingual pupils in their class;
- Liaising with the Inclusion Leader to identify multilingual pupils who may additionally have SEN needs;
- Acknowledging that a pupil's social language may be further advanced than their academic language;
- Ensuring that relevant information on multilingual pupils reaches all necessary staff who are in the classroom.

Inclusion Leader and Senior Leadership Team

The Inclusion Leader, supported by Senior Leaders, ensures they raise the attainment of multilingual pupils by:

- Increasing staff awareness of pupils who are multilingual and the barriers to learning that may present as a result of this;
- Providing training to staff on strategies to overcome these barriers;
- Supporting teachers with the knowledge, skills, and resources to be able to support and monitor multilingual pupils;
- Ensuring that relevant information on pupils reaches all necessary staff;
- Monitoring standards of teaching and learning of multilingual pupils;
- Monitoring progress of pupils and identifying any SEN needs that may be masked by English not being the pupil's first language.
- Creating Individual Provision Plans for any multilingual pupils who are achieving below age related expectations or fall into Band A – C of The Bell Foundation Assessment Process.
- Ensuring that staff are aware of the school's policy (incl. EAL Flowchart, Proficiency in English Assessment Bandings and Multilingual policy);
- Ensuring SMART targets for multilingual pupils are set and achieved;
- Monitoring class results taking into consideration the vulnerable grouping (multilingual) and addressing any underachievement identified.

Whole School Ethos

The whole ethos school contributes to raising the attainment of multilingual pupils by:

- Ensuring classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of identities;
- Acknowledging and promoting the pupil's home language through a range of resources in school which include bi-lingual materials;
- Providing a range of opportunities for pupils to engage in speaking and listening activities in English with peers and adults;
- Building highly positive relationships with parents, their families and the communities served by the school through showing appreciation for all cultures in different ways;
- Facilitating parent's access to school life by providing dual language information and bilingual support where possible and monitoring parental involvement.

Proficiency in English Assessment Bands

To be used alongside The Bell Foundation EAL Assessment for Schools

and the Bell Foundation Classroom Support Strategies

A — New to English

- 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.

B — Early Acquisition

- 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.

C — Developing Competence

- 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.

D — Competent

- 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.

E — Fluent

- 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.