



English as an Additional Language (EAL) policy

SECTION ONE - SCHOOL ARRANGEMENTS

1.1 Introduction

This policy document is a statement of the aims, principles and strategies used to ensure the effective and efficient provision for children with English as an Additional Language (EAL) at Parkside Community Foundation Primary School. LEA guidelines and have been taken into consideration in the formulation of this policy.

Children have EAL if their home language is not English and who are in the process of learning to use English as an additional language through their inclusion within the national curriculum and opportunities provided by all aspects of school life. Currently, our inclusion of children with EAL is on the increase and we have children joining us from a range of linguistic backgrounds. When children join us who are learning English as an additional language their exposure to English and indigenous culture can be varied from very little exposure to greater levels of exposure. We recognise that some children join us with literacy skills within their home language and the level of this skill can be dependent upon their age and previous experience of school. We recognise that pupils with English as an Additional Language require equal opportunities for educational success to our English speaking pupils. Therefore, we will adopt a range of teaching and learning styles in order to meet this which will include well planned lessons and additional, withdrawn support as required. We view the inclusion of children with English as an additional Language as an opportunity to enrich our school and our community and recognise that pupils with EAL have needs that are varied according to a range of factors.

1.2 Aims

- To be proactive in removing barriers to learning experienced by pupils learning English as an Additional Language.
- To ensure that all pupils with EAL are provided with appropriate support to allow every child equal access to the National curriculum and the opportunity to achieve their full potential.
- To ensure that these children are fully included in all activities of the school in Parkside Community Foundation Primary School in order to promote the highest levels of achievement.
- To involve parents / carers, pupils and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

1.3 Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for EAL.
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- To plan for any pupil who may join the school with English as an Additional Language
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- To assess the progress of children with EAL through the use of appropriate assessment materials.
- To work in partnership with the child's parents / carers as much as possible and other external agencies to provide for the child's needs when learning English as an Additional Language.
- To regularly review the policy and practical arrangements to achieve best value.

1.4 Roles and Responsibilities

The governing body in co-operation with the Executive Headteacher, Head of School and Subject Leaders determines the school's general policy and approach to the provision for children with English as an Additional Language, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the EAL policy. The Governing Body takes a particular interest in and monitors the school's approach to supporting children who have English as an additional language, this includes looking at data. The school's Special Educational Needs Coordinator (SENCO) is responsible for Inclusion establishes effective identification, assessment, monitoring and supportive provision for children with English as an Additional Language.

The SENCO is responsible for:

- Maintaining an EAL register and ensuring that progress and attainment are regularly monitored by assessments.
- Supporting staff with identifying EAL pupils, responding to requests for information, support and guidance from staff to ensure barriers to learning are removed and liaising with the Local authority's advisor as necessary.
- Attending courses provided by the Local Authority or as directed by the CPD coordinator to improve achievement for children with EAL as well as develop school based practice and procedures.
- Ensuring that EAL pupils are fully included within mainstream classes and have access to the full National curriculum.
- Liaising with additional adults who may be working specifically to provide targeted or personalised support for children with English as an Additional language.

All members of the school community work towards the schools aims by:

- Using school procedures for identifying, assessing and making provision for pupils with English as an Additional Language so that barriers to learning can be removed.
- All staff are expected to liaise with the identified coordinators for support and guidance so that successful learning can be achieved by pupils within their care with EAL.

1.5 Admission Arrangements for Pupils with English as an additional Language

Parents / carers of pupils who are learning English as an Additional Language will follow normal admittance procedures. If parents / carers require support with completing forms for admittance the school will endeavour to support as much as possible. At the point of admittance the school will also try to collect and record the following information:

- Country of Origin
- Date of arrival in the UK
- Pupils first language
- Other languages spoken at home
- Pupils level of literacy within these languages
- Establish links with other children within the school
- Gain an understanding of the pupil's educational background

SECTION TWO – PROVISION

2.1 Placement in Teaching groups/ Classes

We recognise that pupils with EAL require consistency and stability when they begin Parkside Community Foundation Primary School, particularly when they have little or no understanding of English. Therefore, we aim to keep all children within the initial class that they are placed in unless it becomes clear that a pupil is seriously misplaced and would receive greater benefits from being placed in a different class or teaching group. Pupils with English as an Additional Language will be placed within one of the two classes within their chronological year group and have access to the following as a result of this placement:

- Access to the whole curriculum
- Are taught with peers of the same chronological age
- Access to fluent English speakers who will provide them with good language models
- Placement within a group of academic equals as much as possible
- Pupils will not automatically be placed with pupils with SEN

2.2 Teaching and Learning

Pupils with English as an Additional Language will have equal access to the national curriculum. EAL pupils will be fully included within the classroom with additional support of varying levels provided as required.

The staff will provide:

- Appropriate stimuli for language development
- Encourage EAL pupils to participate in lessons by providing opportunities for participation in lessons by for example encouraging the children to first talk to a partner about their ideas before sharing them with the rest of the class.

- To consider the use of our own language when teaching in the classroom and endeavour to provide pupils with EAL contextual and visual clues to aid their understanding.
- An awareness that our school culture and environment may differ greatly from the pupils previous experience of school life
- Be aware that an EAL pupils social language (normally acquired in about two years) may differ greatly from their academic language (which can take up to 7-10 years to reach an equivalency with native speaker levels)
- Plan for and provide specific time or activities for pupils with English as an

Additional language at a universal level of provision which may also include targeted and personalised provision as appropriate. The aim of this provision will be to enable pupils with English as an Additional Language to become independent learners.

- Good language role models for social interaction in learning activities and support language development through sensitive and informative feedback on grammatical accuracy, vocabulary and social rules for use.
- Support learning through the use of spoken and written, curriculum specific language models for EAL pupils e.g. writing frames, structured games, question and answer.
- Encourage parents/ carers participation in EAL pupils' learning as we recognise that this is a key element for success.

2.3 Record keeping/ school info transfer

Records for pupils with EAL will be kept within their pupils files in the office and some documentation being stored electronically on the school system. This information will include:

- Kent Steps assessments
- End of year teacher assessments
- Provision maps detailing support provided for the child
- Any additional relevant information regarding visits from outside agencies such as county advisors where available.
- Initial information gathered at admission to the school regarding ethnicity and details of home language.

This information will be shared with staff internally at the point of internal transition at the end of the academic year by completing a transition plan. If a child with EAL is transferring to a secondary school, usual secondary transfer procedures will apply with additional meetings with the new school, parents / carers and/or the SENCO as appropriate.

2.4 EAL & SEN

At Parkside Community Foundation Primary School we recognise that there is a distinction between pupils who are learning English as an additional language and with pupils who are learning English as an additional language who also have special educational needs. The SENCO will work with the staff, families and pupils to firstly assess whether a pupils has a special educational need as well as EAL and will then respond to the level of this need in accordance with our SEN policy.

2.5 Complaints

Any complaints regarding the EAL Policy or the provision made for children with English as an Additional language should be addressed in the first instance to the class teacher. If parents / carers need further advice they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment to see the Head of School. If however, parents / carers are still concerned they should follow the procedures outlined in the school's complaint's policy. A copy of our complaints policy is available for parents / carers from the school office

SECTION THREE – WORKING IN PARTNERSHIP WITH OTHER AGENCIES

3.1 External Support Services

The school is able to access external advice regarding how best to support pupils with English as an additional language from the Inclusion Support Service in Kent.

This service offers a bespoke package that can be commissioned by the school when needed through the Education People or a core support package, which has an annual fee. Online training courses and further guidance can also be found through the Equality diversity Inclusion Team's page (EDIT) at the 'Education People' as and when required for staff. The link to the direct advice and support that is provided by them is below.

<https://www.theeducationpeople.org/our-expertise/equality-inclusion/>

External support may also include liaison with other schools who are specialists in this area or the speech and language therapy team.

3.2 Links with other Schools

- We will ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children.
- We will collaborate with all other support services and agencies involved with the child and with parents / carers and where appropriate make joint planning arrangements.

SECTION FOUR - EQUAL OPORUNITIES

At Parkside Community Foundation Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Parkside Community Foundation Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION FIVE – CHILDREN IN CARE

As for all our pupils, Parkside Community Foundation Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The SENCO will support staff in doing this within this subject.

SECTION SIX – MONITORING AND REVIEW

The SENCO is responsible for monitoring the standard of work and attainment for children with English as an Additional Language. They support colleagues in the teaching of children with English as an Additional Language and are a source of information about current developments in the subject, and for provide strategic lead and direction.

Policy adopted by Governing Body on 18/3/2025

To be reviewed on March 2028

Signed by Executive Headteacher J. Williams

Signed by Chair of Governors M. Gahan