



**DANESHILL SCHOOL**

**ENGLISH AS AN ADDITIONAL LANGUAGE  
(EAL) POLICY**

**This policy applies to all parts of Daneshill School including the Early Years  
Foundation Stage.**

**Updated: Nov 22  
Review: Sept 2024**

This policy is a statement of Daneshill's aims and strategies to ensure that EAL pupils fulfil their potential

### **Introduction/Mission statement**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background.

At Daneshill, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness. (Refer to school Equal Opportunities Policy).

At Daneshill we are aware that we have children who not only speak EAL with both parents but who speak English to one parent and an additional language to the other.

### **Aims of Policy**

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English.
- To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (E.g. during Languages Week)

This policy aims to raise awareness of the Daneshill's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

- At this time at Daneshill, EAL pupils come from a variety of backgrounds, speaking a range of languages. All of the children are fluent in English, but we must be aware that any information, especially that which is to be given to parents/carers, can be available in their home language if necessary.
- Many EAL pupils are isolated learners and may be the only speaker of their language in their class.
- At Daneshill there are several pupils who are learning English as an additional language, and some who speak English to one parent and another language to the other. They are all able to communicate in English, but all staff should be aware of making their lessons accessible to these children and to ensure that they have understood all instructions.

## **The staff should be aware of:**

- Our pupils' linguistic backgrounds and competence in other language(s)
- Our pupils' previous educational experience
- Our pupils' family and biographical background

A member of staff is nominated to have responsibility for EAL; currently this is our LSCO.

## **Key Principles of additional language acquisition**

- EAL pupils are entitled to the full Daneshill curriculum programme of study and all staff have a responsibility for teaching in such a way that children with EAL can access this curriculum.
- Access to learning requires attention to words and meanings embodied in 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.
- 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 ten 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 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.

## **Assessment**

- A record of EAL pupils is kept on the school database according to the criteria set out in appendix 'a' at the end of this document.
- The Minority Ethnic Achievement Service (MEAS) may be requested to visit school. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the EYFS profiles, CAT scores and standardised scores in reading and spelling.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## **Planning, Monitoring and Evaluation**

- Form teachers will set appropriate targets for EAL pupils with a proficiency below E.
- Monitoring and review will be overseen by the LSCO.
- Planning for EAL pupils incorporates both curriculum and EAL 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.

### **Teaching Strategies**

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, 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.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

### **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 the school's provision.

### **Parental Involvement**

Staff strive to encourage parental involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.

### **English as an Additional Language (EAL), in the Early Years Foundation Stage (As taken from the E.Y.F.S.)**

The communication skills for which English is not their home language are not the same. These children's understanding of English will also be different. In the E.Y.F.S. understanding that language is central to our sense of identity and belonging to a community, is a strength that should be recognised and valued. This philosophy should extend throughout a child's education.

For children who English is not their home language must be given an opportunity to engage in activities and first-hand experiences that do not depend solely on English for success. Within the EYFS profile the 'early learning goals' for 'communication and language' and 'literacy' must be assessed in context of any language – including the child's home language and English.

For children to grow in confidence and hence demonstrate their embedded learning, their environment must reflect their cultural and linguistic heritage and their learning should be supported by a wide range of experiences.

## Appendix a

### English proficiency

**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.

**N: Not Yet Assessed** is also available for use where the school has not yet had time to assess proficiency.