**CROFTON INFANT SCHOOL**

**CROFTON JUNIOR SCHOOL**
Crofton Schools Academy Trust

Towncourt Lane  Petts Wood  Orpington  Kent BR5 1EL

*Crofton Schools Academy Trust  is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

## Introduction

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school.

All children whose English is not their first language will be assessed on a 5 point proficiency scale.  This scale will be reported to the Government for analysis.  These scales are:

   a. New to English
   b. Early acquisition
   c. Developing confidence
   d. Competent
   e. Fluent

Throughout this policy, and in other related policies and documents, these pupils are referred to as "E.A.L. pupils."

## Aims

- To be proactive in removing barriers that stand in the way of our E.A.L. pupils learning and success.

- To meet our responsibilities to our E.A.L. pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.

- To provide our E.A.L. pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

## Objectives – School

- To ensure that all our E.A.L. pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.

- To ensure that our E.A.L. pupils attain curriculum levels and public examination grades appropriate to their abilities.

- To seek and make use of appropriate advice, guidance, support and training.

- To monitor the progress of our E.A.L. pupils' acquisition of English, of their general achievement and of their attainment in public examinations/end of Key Stage assessments.

## Objectives – Pupils

- To give E.A.L. pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.

- To give E.A.L. pupils the knowledge and skills to use English to understand and produce written texts.

- To give E.A.L. pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

## Principles

- Our E.A.L. pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.

- E.A.L. pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.

- Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by E.A.L. pupils.

- The multilingualism of our E.A.L. pupils enriches our school and our community.

- To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support.

- Having a home language other than English is not a "learning difficulty".

- E.A.L. pupils are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs.

## Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our E.A.L. pupils' learning and success.

The SENCo is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Being informed by staff of the identification of any E.A.L pupils.
- Bringing the presence and needs of current E.A.L pupils to the attention of colleagues.
- Responding to requests for information about E.A.L. pupils.
- Ensuring that E.A.L. pupils are integrated into mainstream classes and have full access to the curriculum.

## Maintaining an E.A.L. register.

We follow the school's normal admittance procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in U.K.
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages
- Links with pupils already in school
- Pupil's educational background

We normally attempt to contact previous schools. Parents/carers and pupils are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school. Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

## Placement in Teaching Groups/Classes

We recognise that E.A.L. pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced.

E.A.L. pupils:

- Have access to the whole curriculum

- Are taught with their peers

- Are placed in groups where they will see models of good behaviour

- Are placed in groups with fluent English speakers who will provide them with good language models

- Have work differentiated appropriately i.e. with their intellectual/academic ability.

- Are not automatically placed with Learning Support pupils

## Teaching and Learning

We will:

- Plan for and provide appropriate stimuli for language development.

- Encourage E.A.L. pupils to use English by generating opportunities for active participation in lessons.

- Consider our own language use and provide suitable contextual clues for E.A.L. pupils.
- Be aware that our school culture and environment (E.g. teaching; learning; procedures; routines and practices) may differ from the school culture that our E.A.L. pupils are familiar with.

- Plan for and provide specific time for pupils with E.A.L. needs.

- Be aware that an E.A.L. pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).

- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.

- Provide good language role models for social interaction in learning activities.

- When necessary, provide spoken and written, curriculum-specific, language models for E.A.L. pupils. E.g. writing frames.

- Provide a secure, but intellectually challenging learning environment.

- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).

- Promote language and study skills and attitudes that enable E.A.L. pupils to become independent learners.

- Encourage parents/carers participation in E.A.L. pupils' learning.

- All relevant information is disseminated to teaching staff or to other schools.

**Reviewed:   September 2016**

**Next Review Date: September 2019**