



Supporting EAL Learners Policy

Last reviewed: June 2024

Owner: Inclusion Leader

Due for review: June 2027

Reviewed by: SLT

1. Introduction

This policy aims to provide a framework for supporting learners who have English as an additional language. We believe that every student deserves the opportunity to succeed academically and socially, regardless of their language background. Our Inclusion Leader will oversee the implementation of this policy, ensuring that strategies are effectively integrated into the school environment.

2. Aims

- 2.1. To create an inclusive environment that values linguistic diversity.
- 2.2. To assess and monitor the language proficiency of EAL learners.
- 2.3. To provide targeted support that fosters language development and academic achievement.
- 2.4. To engage parents and the community in supporting EAL learners.

3. Supporting transition

- 3.1. **Welcome pack:** New families with EAL will receive a *Welcome Pack* containing essential information about the school, including a map, timetable, and a glossary of common terms. This is either in very simple English or, when possible, translated into their first language.
- 3.2. **Passport to school:** New pupils with EAL create a *Passport to my School* to facilitate a smooth transition and provide the school with useful information which can be used to help support them in school;
- 3.3. **Welcome buddies:** New EAL learners are paired with a peer buddy in the same class, to help ease anxiety and promote social integration. If possible, we will allocate a peer buddy who speaks the same language.
- 3.4. **Language ambassadors:** Our team of bilingual / multilingual pupil language ambassadors can be called on to support translating for new pupils who speak the same language. If available, we will offer school tours with a language ambassador for both pupils and parents/carers with EAL.
- 3.5. **Orientation sessions:** New EAL learners are invited into school for a visit before they start, for orientation. This is also an opportunity for pupils and their parents/carers to ask any questions they might have.

4. Supporting ongoing learning

- 4.1. **Adaptive Teaching:** All staff are trained in adaptive teaching for pupils with EAL, and employ a range of strategies to support language learning in the classroom. These include but are not limited to:
 - 4.1.1. Use of word banks and visual aids;
 - 4.1.2. Precision teaching / pre-teaching of key vocabulary for curriculum content;
 - 4.1.3. Oracy-rich activities to develop speaking and listening skills;
 - 4.1.4. Language scaffolds for spoken and written English;

- 4.1.5. Bi-lingual reading books to promote reading for pleasure in both languages.
- 4.1.6. Resources in pupils' first languages to support comprehension and learning in English, such as bilingual dictionaries, glossaries, and reading books.

4.2. Proficiency in English assessments

- 4.2.1. **Initial Assessment:** Pupils with EAL who have some understanding of English already will undergo an initial assessment to gauge their English language proficiency in speaking, listening, reading, and writing. This will enable us to tailor any additional support which may be needed to their individual needs.
- 4.2.2. **Ongoing Monitoring:** Regular assessments will be conducted to track progress and adjust support strategies as needed. These assessments will inform lesson planning and differentiation in the classroom.

4.3. Specialist support and advice

- 4.3.1. The school works closely with the Ethnic Minority and Traveller Achievement Service (EMTAS) who provide ongoing support to the school, pupils and families to help children with EAL. This might include but is not limited to:
 - 4.3.1.1. Classroom observations to help tailor strategies to meet the needs of pupils;
 - 4.3.1.2. Further staff training;
 - 4.3.1.3. Translation services (depending on language);
 - 4.3.1.4. First language assessments (including where there may be special educational needs.)

5. Supporting communication with EAL homes

- 5.1. **Website:** Our school website includes a translate button which enables users to view the content into different languages;
- 5.2. **Newsletter:** Our weekly newsletter includes a summary box with key points in very simple English, with a link to Google translate;
- 5.3. **Translated documents:** Key documents, such as safeguarding information for parent volunteers, are made available in different languages when possible to ensure full comprehension.
- 5.4. **Translation services:** Support is available through EMTAS (depending on language) for families who need help understanding or engaging with the education system, completing paperwork or accessing other services.

6. Welcoming and celebrating diversity

- 6.1. We welcome visits in school from parents/carers who would like to share aspects of their language or culture with our pupils.
- 6.2. We also welcome feedback about how we can better support families and pupils with EAL, based on individuals' experiences of joining an English-speaking school.
- 6.3. As pupils become more confident English speakers, there are opportunities to share and celebrate their bilingualism, e.g. sharing language and culture in lessons and assemblies, taking a role in our annual Language Day celebrations, or by becoming Language Ambassadors themselves.