

EAL Policy

(English as an additional language)

Linacre Primary School



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Updated November 23

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Intent

At Linacre, we have children arriving with EAL (English as an additional language), or in some cases, with no English. Our aim is to settle the children as quickly as possible, into school life; to encourage them to take part in the daily routines and structures, which will help them to develop, not only an understanding of the academic aspects of English, but the use of our language as a social interaction.

It is imperative that any newly arrived pupils are made to feel welcome and included the minute they enter our school family. Linacre Primary School believes that all pupils should have equal access to a broad and balanced curriculum regardless of race, culture or disability.

A number of pupils at Linacre Primary School are learning EAL (English as an additional language). Some may be new to English, some may already speak, understand or be literate in more than one language. Others will have previously been taught English as a foreign language. Different languages may be spoken within one classroom, and for newly-arrived pupils from overseas, levels of education — as well as levels of language learning — may vary widely.

Linacre Primary School believes in providing an inclusive education for all, which acknowledges and is enriched by the diversity of language, ethnicity, culture and faith of its pupils. Through developing positive relationships between adults and pupils, we aim to meet the primary needs of all pupils, and especially those for whom English is an Additional Language, by helping them to feel safe, to feel settled, to feel valued, and to feel part of the school community.

Implementation

All new arrivals at Linacre Primary School will be offered a welcome booklet. This consists of what the children will be expected to experience at Linacre including daily routines and the opportunity to present your new teacher with information about yourself. Each booklet is translated to the language needed for the pupil and their family or carer.

Having their books and trays ready with their names on is a great start, as is being friendly and greeting the child by their name as soon as they arrive.

For newly arrived EAL pupils, our team offers support strategies that help settle the children in. These are:

- Spending as much time possible with the child when they first arrive so that they feel comfortable.
- Ensure that the child's name is pronounced and spelt correctly.
- Establish a 'Buddy System' – placing the child with responsible, caring child who will act as a guide, friend and positive role model.
- Take the child on a tour around the school so they become familiar with their surroundings and can pinpoint locations they will need such as toilets.
- Refer to visual time that is displayed in all classrooms. This is so the child can settle well into routine by knowing what comes next throughout the school day.
- In some cases, the children may be provided with picture cards so they can use these visual prompts as a communication tool whilst beginning to learn the language.

- The best place for pupils to learn English is in the mainstream classroom with the broad curriculum as the context. Any English language support for children who are new to English should be based around the language they require to access the curriculum.
- We respect that the pupil may have a silent period whilst they are beginning to settle in.

Getting to know the child

We take time to get to know the newly arrived pupil. We ask a little about themselves and their interests. This knowledge can be used to develop the child's English language as well as to gain an understanding of their previous learning. We ask the children if we are pronouncing their name correctly and whether this is the name that they wish to be addressed.

EAL Buddy System

Once a new pupil has been introduced to their class friends and teacher, the class teacher will select a child to become their buddy. We buddy the children together for the first few days for break time and lunch time. This is an excellent way that the children can build relationships with their peers and become more confident with their surroundings.

The Bell Foundation & NASSEA Assessment

Each class teacher has a set of formative NASSEA Assessments. This is a cross curricular tool which assesses the pupils listening, speaking, reading and writing. This assessment acts as a guidance and support tool for class teachers so the learning can be supported and differentiated according to the EAL needs of the child.

Reading, writing & spelling

At Linacre, we extend the opportunity for EAL children to access Read, Write Inc Phonics from Early Years up to Year 3 where the children will receive daily support that they need to read, write and spell in the English language. EAL children from years 4-6 have access to interventions and Read, Write Inc virtual classroom that can be accessed both at home and in school.

Impact

Because of our early, and ongoing intervention, children are supported in their learning, at appropriate levels across their primary career. Our EAL induction and procedures facilitate the children's learning in all the other areas of the curriculum. Our EAL children excel here, at Linacre. They become valuable and valued members of our school community, taking an active part in both school and after-school activities, along with being part of our School Council. They add an extra dimension to all our lives, enriching us through their different cultures, religions, languages and their experiences of the world.