



Madni Academy

A quest for faith and knowledge

EARLY YEARS PRIMARY SECONDARY

Additional Language (EAL) Policy

Person responsible for Policy:	Senior Leadership Team/SENCO
Committee responsible for Policy:	SENCO
Date To Governors:	November 2023
Date Agreed:	January 2023
Review Due:	July 2024

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Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- Welcome the cultural, linguistic and educational experiences students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress, and adapt policies and procedures accordingly.
- Maximise opportunities to model the fluent use of English.
- Ensure students with EAL are acknowledged for their skills in their own languages.

EAL teaching support

2.1. The responsibilities of teachers are:

- The induction of newly arrived students.
- Providing classroom support.
- Liaising with teaching staff.
- Advising on strategies to support and include students with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for students with EAL.
- Developing relationships between the school and parents of students with EAL.
- Securing and providing training to ensure staff development, including INSET courses.

3. The role of school staff members

3.1. All staff members have a responsibility to ensure the development of students with EAL.

They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.

4. Support

4.1. Where a student with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. The induction period, typically lasts six weeks but may vary depending on students' progress.

5. Inclusion

5.1. The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning.
- Where large groups of students with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve students' understanding of English.

6. Initial assessments

6.1. The school will undertake a timely initial GNER assessment to gauge students' English abilities in an informal manner that does not make the student feel isolated or inferior.

6.2. Teachers of the student will be allowed access to the assessment to inform their teaching and lesson planning.

7. Classroom practice

- 7.1. Teachers have high expectations of all students, regardless of gender, ethnicity, social background or English ability.
- 7.2. Classroom activities will be matched to students' needs and abilities.
- 7.3. Where possible, the following practices will be utilised to improve students' literacy:
 - Utilisation of the student's first language expertise.
 - The provision of writing frames.
- 7.4. Language skills will be developed through:
 - Collaborative activities involving spoken communication.
 - Feedback opportunities and conversations.
 - Good models provided by peers.
- 7.5. Active participation will be encouraged by:
 - Grouping students in mixed ability groups to develop language skills.
 - 'Expert' readers and writers present in each group to provide assistance and model language.
- 7.6. Assessment methods will allow students to show what they can do in all curriculum areas.

8. Access to the curriculum

- 8.1. The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:
 - The language and learning demands of the curriculum are analysed and support is provided.
 - Visual support is utilised to provide greater understanding of key concepts.
 - There are opportunities for students to use their first language in the classroom.
 - The support requirements of students with EAL are identified and the support is made available.
 - Staff training will be delivered annually to support delivery of the curriculum to EAL students.

9. Working with parents and carers

9.1. Liaison with parents to aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Encourage parents to attend parents' evenings and participate in school functions.

10. Special educational needs (SEN)

10.1. A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.

10.2. A proportion of students with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.

10.3. Assessments of SEN of students with EAL will involve EAL specialists along with SEN specialists.

10.4. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

11. Monitoring progress

11.1. The monitoring of students' progress is shared between all teachers, both mainstream and EAL support.

11.2. Individual student profiles are updated following assessments and reviewed on a termly basis to identify and address problems.

11.3. Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

12. Policy review

12.1. This policy is reviewed every two years

12.2. The scheduled review date for this policy is July 2024.

Appendix 1- First Language Assessment Form

Student's name:	Language:
Assessed by:	Date:

Answer the following questions in relation to age related expectations:	Y/N
Is the student's social/linguistic behaviour age-appropriate? Notes:	
Does the student understand a range of questions, instructions and a story, told in their first language? Notes:	
Is the student's speech clearly articulated? Notes:	
Is the student able to speak accurately at a social level? Notes:	
Is the student's vocabulary appropriate/sophisticated/limited? Notes:	

<p>Does the student use correct grammatical structures?</p> <p>Notes:</p>	
<p>Can the student talk about the past, present and future using correct verbal forms?</p> <p>Notes:</p>	
<p>Do you have any concerns?</p> <p>Notes:</p>	
<p>Do you have any comments regarding the student's social interaction with you during the assessment?</p> <p>Notes:</p>	
<p>Can the student read and write in their first language?</p> <p>Notes:</p>	
<p>Can the student complete age-appropriate mathematics tasks with limited language context?</p> <p>Notes:</p>	