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INTRODUCTION

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

Ethos Statement

Hawthorn Tree School is committed to: Promoting an outstanding partnership between school, parents, carers and children. Ensuring the highest quality teaching and learning providing rich and enjoyable learning experiences for all our children. We aspire for each and every child to reach for success from the very first day they join us and throughout their education here so that when they leave, they have a love of learning for the rest of their lives. 'Where everybody is somebody.' (Hawthorn Tree School, Values, Ethos, Vision and Aims Policy, 2021).

Our school ethos and values states, We believe in and strive for...

- Skilled knowledgeable, independent and resilient **Learners**
- Creative, imaginative, structured and adaptable **Thinkers**
- World aware, community spirited, caring and healthy **Individuals**

A place where everyone loves to learn.

Our values are as follows:

Resilience

Our children know that being resilient can be challenging but makes you a stronger person. They are persistent in their approach when faced with challenges.

"If at first you don't succeed then try, try again"

We enable all children to be creative in their approach and they have opportunities to choose how to present their tasks. (Individual Liberty)

Respect

Our children recognise the importance of having good manners all the time. They strive to be kind, caring and forgiving individuals. Our children know how important it is to track the person that is speaking and to show good listening. They know that people may have different ideas and preferences and these should be equally valued. They understand the importance of mutual respect and to treat others kindly. Children also contribute to rule making in school and seek to abide by these rules. "We treat others how we would want to be treated" (Mutual Respect/Rules of Law/Democracy)

Diversity

We are tolerant of all faiths by: understanding that members of our school community will worship in different places; children learn about Christianity, Islam, Hinduism, Judaism and many other faiths. We understand that everyone is different and we respect these differences. Children regularly have an opportunity to celebrate and explain their culture and background to others. (Tolerance of different cultures and religions)

Compassion

The children know what it is to be a good citizen and actively support others who need their support through regular fund raising opportunities and links with their community. They are also caring and supportive of one another in school. Children show compassion and empathy for those in the world that are suffering. (Mutual Respect/Individual Liberty)

Innovation

Children are given opportunities throughout the curriculum to develop their creativity. Problem solving and challenges are an important part of their day to day experiences. Children are given choices about how and what they learn. Talents are nurtured and children have opportunities to learn from others through collaborative opportunities. We seek to bring out the best in all children as each child has their uniqueness and own personality to develop. (Individual Liberty/Democracy)

As our 'Policy for Race Equality' states, we aim to:

- "1. Eliminate unlawful discrimination,
2. Promote equal opportunities and
3. Promote good relations in relation to gender, ethnicity, disability, religion and sexual identity". (Hawthorn Tree Primary School, Equality Policy, May 2021).

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. As a school we are aware that bilingualism is a strength and that all 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.

EAL pupils are defined as:

... 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.

The underlying principles that govern the policy include:

- The entitlement to equality of access.
- Recognition that EAL pupils are not a homogeneous group.
- Well-planned mainstream teaching is the best environment for the acquisition of English by EAL pupils.
- Multilingualism enriches the school; it is an advantage for all.
- The full acquisition of English is a long-term process that requires long-term support.

1. AIMS OF POLICY

The aim of this policy is to help ensure that we meet the range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 2000 and the Equality Act 2010.

The policy aims to raise awareness of the school'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.

2. LINCOLNSHIRE/BOSTON CONTEXT

In Lincolnshire, EAL pupils come from a variety of backgrounds. Some are from well-established communities, while others are new to the language and this country. The 2021 census showed a population growth of 9.1% since the 2011 census. "Boston's population increase is higher than the increase for the East Midlands (7.7%)" (ons.gov.uk). Currently there are more than 1.7 million learners in English primary schools who speak EAL. "In the Boston area we have seen the population double in less than 7 years, many of the new children in our schools are EAL speakers." (Connect-tsa.net 2020).

The next census due to take place will be 2031.

The language lab, which opened at Haven High Academy as part of the Boston Borough Council Empowering Healthy Communities Programme and Government Community Champions Fund in 2021, has been focusing on supporting pupils and their families along with the wider community. This lab is now hosted by a community liaison officer who helps to guide participants through their language learning.

Many EAL pupils come from well-established communities and often have other children in their class or the school that speak the same language. At times EAL pupils arrive into school directly from home in Europe with little or no English.

Some pupils have attended school and are literate in their home language or have attended previous settings on arrival whereas some may have had no previous formal education.

A few of our pupils may have experienced trauma and this could impact on their learning and as a school we recognise that this may impact their development.

3. CONTEXT OF SCHOOL

As of May 2024 there are currently 124 pupils who are learning English as an additional language. Currently we have 13 different languages spoken/celebrated cultures within our school, which include Arabic, Lithuanian, Latvian, Polish, Romanian, Portuguese and Bulgarian. Many of our EAL pupils have joined the school part way through the academic year or part way through their time in primary school.

When children join the school information is gathered about:

- Pupils' linguistic background and competence in other language/s.
- Pupils' previous educational experience.
- Pupils' family and biographical background.
- Country of origin.
- Date of arrival in U.K.
- First language & any other languages spoken or heard at home. Level of literacy in these languages.
- Links with children/ families already in school & ensuring introductions are made with children/ families in school with the same language.
- Specific mention and/ or demonstration of our EAL friendly school website.
- Care is taken to introduce the parents or carers to the school, and to learn to pronounce names and address family members appropriately.
- Particular note is made of the family/ friend support network & who is authorised to pick up the child or can be called in an emergency (collection consent form).
- An introduction to the support & facilities available through Hawthorn Tree Community Children Centre.
- Our school will aim to have a person in attendance that speaks the same language and has an understanding of the home culture or the parents will be encouraged to bring a friend with them who can translate.

To further support families with English as an additional language we:

- We can provide (on request) resources/letters in dual languages to support children's and parent's understanding.
- The Lincolnshire EMTET service may be asked to liaise with a non English-speaking family.
- Children are given a 'New Starter Pack' with essential information for the child and the family in it. This includes information on local services, community information, details about Hawthorn Tree School and

the school system. In addition to this children will receive a list of key words and language and communication fans (picture cards) if needed.

- The school also runs a family learning workshop in association with Lincolnshire County Council helping EAL parents develop language and reading to be able to support their child within their time at primary school.

A member of staff is nominated to have responsibility for EAL. Currently this is Mrs Trigg and Mrs Wright.

4. KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION

- EAL pupils are entitled to the full National Curriculum programme of study and their teachers have responsibility for teaching English as well as other subject content.
- 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. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible.
- 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 more detailed and can require continued support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- Teaching and support staff play a crucial role in modelling good language and use 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.
- It is common for children to go through a 'mute' phase. Children are still learning while in this phase and practitioners should continue to model language and support their development.
- Our school website has a bilingual facility.

5. THE ROLE OF THE EAL CO-ORDINATOR

- Support staff with the transition of EAL pupils.
- Make referrals to EMTET for individual or groups of pupils.
- To identify individual pupils who have not made progress each term and report these findings to the Senior Leadership Team and class teachers.
- Make arrangements for translators to be present in school.
- Report to governors about EAL pupil's attainment at the end of each academic year.
- Attend and share information from EAL training sessions.
- Arranging CPD for all staff.
- Complete action plans and targets linked to school improvement.
- Planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual children.
- Supporting the adaptation of intervention programmes.
- Working with colleagues to develop appropriate resources.
- Supporting colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of children and their families and the social and political factors which affect their lives.

- Devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners.

(The Primary National Strategy Guidance, DfES, 2006)

6. ASSESSMENT

- Teachers will assess pupils on entry and evaluate their stage and level, as appropriate. For some children it may not be appropriate to carry out an initial assessment in English. In this case we will seek information from their previous school/setting. Information from family member's and members of the community. We may seek advice and further guidance from EMTET.
- The class teacher sets targets for each individual pupil.
- EMTET may be requested to give support and guidance and direct support to prioritised pupils and their families.
- Staff liaise with each other to discuss pupil progress, needs and targets.
- Performance of EAL pupils in comparison with the school data and national performance is analysed and monitored by the class teacher and the assessment coordinator.
- Consideration and sensitivity is applied when testing EAL pupils at the early stage of English acquisition.
- EAL pupil data is included in our school statistics for Key Stage 1. In Key Stage 2 EAL pupil data is included, if the child has been in the UK for at least 2 years.
- EAL pupils are assessed using the Pixl Diagnostic Observational Tools spreadsheets, providing statements for staff to RAG and date for each child focusing on social skills, reading and communication.
- NASSEA guidance and assessment may also be used if teachers wish to assess in greater detail a pupil that has joined their class.

7. PLANNING, MONITORING AND EVALUATION

- Targets for EAL pupils are challenging and reviewed on a regular basis.
- EAL pupils have access to the whole curriculum and are taught with their peers.
- EAL pupils are placed in groups in accordance with their academic ability.
- 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.
- Lincolnshire EMTET service may be bought in and asked to liaise with a non English-speaking family.
- Children learning EAL are as able as any other children and the learning experiences planned for them should be no less challenging.
- Sometimes EAL learners may be placed into a small group to work on their communication, language, reading, writing and literacy skills.

8. TEACHING STRATEGIES

- Learning opportunities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Classrooms reflect the culture of all the children and every child's culture and language is valued.
- Key language, e.g. key vocabulary, uses of language, forms of text, are identified and key vocabulary is taught.
- Enhanced opportunities are provided for speaking and listening. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, and use of gesture.

- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing learning opportunities, where appropriate.
- Scaffolding is provided for language and learning, e.g. writing or talking frames.
- English should not replace the home language. It will be learned in addition to the language skills already learned and developed within the language community at home.
- In addition to this, new starters and particularly children new to the country may be placed on intervention programs including 'Read, Write, Inc' to accelerate their reading, writing, communication and comprehension skills.

9. MATERIALS

Our school offers the following additional materials to give crucial support to EAL learners and enhance the learning experience of non- EAL learners:

- Dual-language books and text,
- Multilingual signage,
- Displays using different languages,
- Maps,
- If appropriate, dual-language ICT programmes, applications and videos,
- Story props,
- Vocabulary games,
- Use of IWB and internet resources,
- Multi-cultural guest speakers and visitors,
- Picture cards and visual support,
- New Starter Pack with aids to support communication when children are first starting school.

10. 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 school's provision.

11. PARENTAL/COMMUNITY INVOLVEMENT

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English, translators and interpreters where necessary to ensure good spoken and written communications.
- Identifying the linguistic, cultural and religious background of pupils and establishing contact with the wider community, where possible.
- Celebrating and acknowledging the achievement of EAL pupils in the wider community.
- Recognising and encouraging the use of the first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.
- Regularly communicating with parents/carers to inform them of their child's progress and development and their child's targets.

12. EARLY YEARS

The Guidance for the Early Years Foundation Stage Profile 2023 Handbook states that, “children whose home language is not English should have opportunities to engage in activities in the security of their home language.’ The ELGs for communication and language, and for literacy, must be assessed in relation to the child’s competency in English. However, the remaining ELGs may be assessed in the context of any language. In such cases teachers will need to observe the child over time and seek input from the parents, and/or bilingual support assistants, to be confident about what the child knows and understands. Teachers should use their professional judgement to consider whether the accounts provided are consistent with their professional knowledge of the child. Other teachers as well as parents/carers should be consulted to aid with this.

13. Further information can be obtained from:

EMTET – Lincolnshire

[Guidance notes: assessing children who are learning English as an additional language, National Archives \(Adobe pdf file\)](#)

http://webarchive.nationalarchives.gov.uk/20110202171650/http://www.qcda.gov.uk/resources/assets/QCA-07-3382_Guidance_notes-_assessing_children_who_are_learning_EAL.pdf

Additional sources and further reading:

[The principles of assessing EAL, Learning Live](#)

<http://www.learninglive.co.uk/teachers/ema/eal/assessment/index.asp>

[Supporting pupils learning EAL: National Strategies checklist of inclusive practice, Dudley Grid for Learning \(Adobe pdf file\)](#)

<http://www.edu.dudley.gov.uk/primary/coaching/folder/supporting%20EAL%20checklist.pdf>

[Meeting the needs of newly arrived learners of EAL, National Archives \(Adobe pdf file\)](#)

<http://webarchive.nationalarchives.gov.uk/20110202171650/http://nationalstrategies.standards.dcsf.gov.uk/download/7842be48e58d2782f057e1114c31c9b4.pdf>

[The EAL Academy](#)

www.theealacademy.co.uk

[EAL Nexus](#)

www.britishcouncil.org