



FLASH LEY COMMUNITY PRIMARY SCHOOL AND NURSERY

EAL POLICY

Approved by: Chair of Governors Date: July 2022

To be reviewed: July 2024

1. Aims

Flash Ley CP School is committed to meeting the needs and celebrating the skills of students with English as an Additional Language, whilst helping them to achieve the highest possible standards. This is in line with the requirements of the Race Relations Act 1976.

We will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students and their families – particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

2. Terminology

- **EAL** is an umbrella term that refers to any student learning and using English as an additional or second language.
- Within this, there is a more vulnerable group of students, including refugees, evacuees, asylum seekers, we term as '**International New Arrivals**' → abbreviated as **INA**. This refers specifically to students who have entered the UK within the past two years.
- There are also a number of terms that can be useful when describing the background of EAL students:

- 'first generation' – meaning they were born in another country and have since resettled in the UK with their family.

- 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.

- 'migrant worker' – those who have moved for economic betterment.

- 'asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

3. Context

As of July 2022, 25 students (12.5%) at Flash Ley CP School are identified as 'EAL' and speak a language other than English as their 'first' or 'common' language.

A variety of first languages, other than English, are spoken by students in our School, including Arabic, Bulgarian, Dari, Gujarati, Polish, Punjabi and Romanian. The most common languages are Arabic, Bulgarian and Polish.

4. Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society.

- EAL students will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEN or 'special educational needs', and should not be labelled / treated in this way.
- EAL students are not automatically 'lower ability' – and should not be labelled / treated in this way.
- EAL students will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL students

5. Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. Currently the designated 'EAL Co-ordinator' is the SENCO, Mrs S Rogers, who oversees development and day-to-day coordination of EAL provision.

Responsibilities of the designated 'EAL Coordinator' include:

- Identifying incoming EAL students and maintaining a register within school.
- Informing MEAS – the Minority Ethnic Achievement Service – the outside agency that provides support and resources, using the NONA form for new arrivals.
- Applying for funding for asylum seeking families.
- Allocating EMAG funding, through resourcing, support for translation and interpretation of letters and meetings, etc.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Ensuring that EAL students are integrated into classes and have full access to the
- curriculum.
- To complete initial and ongoing half termly assessment, using the NASSEA steps, as
- Recommended by the EAL Advisory Team.

6. Approach to Teaching & Learning

- Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development - as well as teaching curriculum content.

- Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have coach students in how to learn - as well as teaching our subject.
- Potentially, every teacher will encounter students who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable, supportive and productive social groups.

7. Placement

We recognise that EAL students, who may be new to English and to the UK, need support and stability as they start school. Without exception, we recognise that EAL students:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with able and fluent English speakers who will provide them with good models of language.
- Should be provided with tasks that challenge their intellectual/cognitive abilities first, language and literacy skills second.
- Are not automatically placed with Teaching Assistants for support in 1-1 or small group work.
- Are not placed in teaching groups based on one standalone test / assessment.

INA students will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education.

8. Admissions, Identification and Tracking

The School recognises that background information on EAL students can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building up of ‘learner profiles’ on EAL students’ linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.

9. Special Educational Needs and students working at a high level of attainment

The School recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have equal access to appropriate provision in line with the *SEN Policy*.

Similarly, the School recognises that there may be EAL students who are working at a high level of attainment even though they may not be fully fluent in English.

10. Resources

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language & literacy interventions. MEAS also provides support and resources for EAL pupils.

11. CPD

The School will ensure that all staff are provided with support and access to CPD sessions where possible, focused on supporting EAL across the curriculum. These will be coordinated and delivered primarily by the SENCO. MEAS will also be available to support, advise, assess and provide recommendations for individual pupils.

12. Review and Evaluation of Policy

School data will include relevant information on ethnic minority/EAL students and this will enable the School to monitor targets.

This evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

- This policy should be read with the following;
- Equality Act 2010
- Equality Policy
- Disability and Special Educational Needs Policy
- SEND Code of Practice (June 2014)