



Marlborough County Infant School and Wellington Community Primary School
Federation
EAL Policy

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Signed: _____ *K. Begum* _____ **(Policy Owner)**

Print Name: Khayrun Begum

Review Date: 01.09.24

Signed: _____ **(Governor Approval)**

Print Name: _____

Approval Date: _____



**Marlborough County Infant School and Wellington Community Primary School
Federation**

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	18.08.23	Approved	EAL Coordinator		New policy

* This policy should be read in conjunction with the Anti-Bullying and Anti-Cyber Bullying Policy, Safeguarding Policy, Behaviour Policy and Teaching and Learning Policy.

Aims

This policy will be followed throughout the schools in our Federation to ensure they are happy, safe and purposeful places, where all children feel secure and have respect for themselves, others and the environment around them. This policy relates to the Education Act 2002, The Equalities act 2010 and Education and Inspections Act 2006.

As a school we believe:

- Everyone in school has the right to feel safe both physically and emotionally.
- Everyone in school has the right to be treated with respect.
- Everyone in school has the right to learn without distraction.
- It is our role as a school community to help educate children about their emotional regulations and to support them to display positive behavioural and learning behaviours.
- Behaviour is a form of communication

These beliefs are reflected within and taught as part of our Federation's values of **Ambition, Resilience and Community (ARC)**. These values are consistently referred to throughout the community and form the basis of all rewards and sanctions stated within the policy.

Staff should:

- Build strong relationship with children
- Have a fair and consistent approach, ensuring that all children are treated consistently but according to their individual needs.
- Help children understand that they are responsible for their own actions and safety.
- Help children understand the implications of their behaviour and how it can affect others (both positive and negatively).
- Reinforce and reward good behaviour and learning attitudes in a positive way.
- Ensure all children are given the opportunity to receive recognition for their good behaviour and achievements; this would be based on the child's individual needs.
- Give children positive encouragement to tell the truth so that they can learn from their mistakes.
- Ensure children have the opportunity to make amends for any misdemeanour.

- Discuss children's actions with them, give a warning and ensure children know what the sanctions will be should they continue to make the incorrect choice. Ensure all sanctions are carried out in a timely and appropriate manner.
- Ensure parents are involved and kept informed of strategies used to improve their child's behaviour.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupils with English as an Additional Language(EAL). It is a working document designed to enhance the development of positive relationships between children, staff, parents and other members of the wider school community.

We value each individual child and work with parents, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful and responsible members of their community and the world.

The most important aspect in children feeling valued, safe and secure at school is the relationship they build with staff members and their peers. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Our Federation recognises and addresses the needs of EAL pupils. EAL practice and provision are monitored by the Inclusion Leader and EAL Coordinator, drawing on advice, support and training from Hampshire Children's Services Ethnic Minority and Traveller Achievement Service (EMTAS) when required.

Context

Our school's EAL population comprises a mix of international new arrivals many who come with very little English and UK-born EAL children, some of whom may be described as more advanced learners of English as an additional language. Some may have literacy skills in their first languages whilst others may not. We believe it is important to gather as much detailed information about our EAL learners and their families as soon as possible in order that we can better understand their needs and support them appropriately.

EAL provision

Our core aim is to ensure full access and engagement for all pupils to the curriculum offered at our school. In this way, the progress and attainment of our EAL children will be enhanced. In order to achieve this, we will:

- Give pupils with EAL full access to the curriculum and to extra-curricular activities including clubs, visits and trips

- Use a 'buddy system' to help new arrivals to settle into the school and their class and try, where possible to introduce child and parents to other families with the same first language.
- Recognise that the best place for an EAL learner to develop their skills in English is in the classroom alongside their peers
- Place pupils in groups according to their cognitive ability, not their level of English
- Maintain high expectations
- Where necessary refer to the Bell Foundation EAL Assessment Framework to assess and monitor progress made
- Ensure pupils with EAL have access to good models of English
- In keeping with Article 30 of the UNCRC, provide opportunities for pupils to use their first languages to support their learning where possible
- Provide additional and appropriate support to EAL pupils
- Provide parents/carers with information and guidance on how they can support their child's learning at home
- Monitor attendance by parents at school events including parents' evenings to check there is parity
- Monitor participation by children in extra-curricular activities, trips and visits to check there is parity
- Use age- and interest-appropriate resources to support pupils to access the curriculum
- Liaise with colleagues to identify and triage pupils where there are concerns

The following support is flexible according to the needs of individual pupils and may include:

- In class support for individuals and small groups
- In-class support from peers, especially those who can act as good language, learning and behaviour role models
- In-class first language support
- Pre-teaching/translating key words
- Developing/providing appropriate resources, including ICT
- Where appropriate, support within small-group interventions also involving non EAL pupils
- Where appropriate, withdrawal support - the impact of which is reviewed regularly

Identification and assessment of EAL pupils

Newly-arrived pupils for whom English is an additional language are referred to EMTAS for profiling and support. Staff at The Federation work collaboratively with colleagues from EMTAS to ensure pupils new to our school settle quickly. A baseline in the pupil's level of English is established using an EAL-specific scale (DfE Proficiency in English scales) and progress through the early stages is monitored at least half termly, using the Bell Foundation EAL Assessment Framework (Annex A).

Staff working with EAL pupils have access to information including:

- Assessments of pupils' first language skills
- EAL assessment and Early Profile report
- The EAL Assessment Framework (Bell Foundation) see Annex A
- Teacher assessment and tracking
- Regular assessments of reading, comprehension, spelling and phonics (particularly, but not exclusively in EYFS and KS1)
- Individual pupil targets
- Information from parents
- Attendance and behaviour monitoring
- Information from the child's previous school or nursery

This information informs planning, resourcing and provision for our EAL learners.

Monitoring

- Progress in the acquisition of English of all EAL pupils is monitored half-termly until they are able to independently access the full curriculum on a par with their monolingual peers
- Reviews of action plans at least termly
- Monitoring of practice and provision by the EAL Co-ordinator at least termly
- Monitoring by the Leadership Team through performance management (and any other mechanisms that exist)
- Regular reports to Governors

Home-school links

The school is aware that there may be obstacles to communication/participation for some pupils and families with EAL and knows where to seek advice and support to overcome these.

Strategies are in place to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Provide information to parents in a range of languages (e.g. school menus)
- Provide bi-lingual support for parents to help them to access Parent / Teacher meetings
- Promote diversity in school (see also Equalities and Inclusion Policies).

Professional development

Staff are provided with opportunities for in-house training on EAL to extend their knowledge and understanding and enhance their skills. A central record of training is maintained by Inclusion Leader. Staff are also encouraged to enrol on the SEAL training delivered once per term over 6 terms. This contributes to the development and dissemination of good practice and to raising the achievement of EAL learners within the school.

Resources

Staff working with EAL pupils have received training, advice and guidance on how to develop and use resources including ICTs to support the language development of EAL learners and to promote full access to the curriculum.

Our Federation purchases the help of a Bi-lingual Support Assistant (BLSA) for two days per week term time, one for each school, from EMTAS. This support assistant speaks Nepali, English, Hindi and Urdu. It also buys in support from other BLSAs to support pupils with Year 6 SATs and the preceding preparation.

The school seeks to borrow or purchase other resources which reflect the linguistic and cultural diversity of its community.

Bullying

This policy should be read in conjunction with the Anti-Bullying and Anti-Cyber Bullying Policy, Safeguarding Policy, Behaviour Policy and Teaching and Learning.

Effective EAL support

This will be evidenced by:

- Good leadership and management of EAL
- Responsibility for EAL being shared by everyone on staff
- Pupils with EAL are sufficiently challenged and supported so they make good rates of progress in their acquisition of English
- Provision takes account of pupils at the early stage of English language learning
- Provision takes account of pupils at more advanced stages of English language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- The curriculum offered is relevant and sensitive to the needs of EAL learners
- The Leadership Team is fully involved in the monitoring of support for EAL pupils
- There is regular monitoring of spending on EAL to ensure it is providing value for money
- Good levels of participation by pupils and families in the life of the school

Storing and managing information

The Federation aims to ensure that all personal data collected about staff, students, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. This policy applies to all personal data, regardless of whether it is in paper or electronic format.