



English as an Additional Language Policy

We value every child in our community: we want them to aspire to the greatest things!

September 2023

EAL children at Paisley Primary School

Currently, approximately one third of Paisley Primary School's population have English as an additional language, (EAL). The government definition of an EAL learner includes anyone who has been exposed to a language other than English in their early development and continues to be exposed to this language at home and in their community. The children of Paisley Primary School currently speak a total of 19 different native languages. The diversity of languages is valued and celebrated at our school and we see multilingualism as a strength. We are also very proud to have multilingual staff working at our school.

Aims on Entry

- After an initial admission, the family and the child will have a welcome meeting with the Head of School (or senior leader). The family will be given a welcome pack. The translator will inform parents about school policy, practice and school prospectus contents.
- Information about child's previous learning experiences will be gathered with recognition and accommodation of specific religious background and respect for this. We value gathering contextual information around the child as crucial at this stage.
- The school should facilitate the integration of EAL children through close liaison with parents and /or translator.
- The child will be allocated a 'buddy' to facilitate the integration into school routines.
- The school will usually also run a 'peer translators programme' to support pupils who are learning English as an additional language. This helps the child to settle, feel valued and safe.
- The school's website can be translated into different languages spoken by our pupils' families.

Assessment

- Children's ability is assessed on entry to the school using an Initial Assessment. This assessment focuses on early vocabulary, reading, writing, phonic skills, recognition of colours and numbers. This will help to plan individual and or/group tuition and provide support that children need to take part in all subjects.

Assessment is ongoing to analyse progress and agree next steps. EAL assessment is ongoing and formatively every term.

- School uses the Bell Foundation assessment framework to assess all of our EAL pupils. English Proficiency is regularly assessed, recorded and monitored. This is used for planning and identifying the next steps in learning.
- Progress and attainment in English are communicated formally to parents during Parents consultation Meetings and in the written end of year report to parents.

Planning, teaching and learning

- Teachers set suitable learning targets and challenges for all EAL children, responding to their diverse learning needs, in order to overcome any potential barriers to the learning process.
- Children should have the opportunity, through personalised learning, to acquire and develop their skills in English, including: speaking, listening, reading, writing, spelling and handwriting, also their understanding of basic number skills.
- EAL pupils are entitled to the full National Curriculum Programme of Study.
- Pupils are encouraged to maintain their home language as this is recognised as an essential tool in learning.
- Learning is differentiated, where appropriate, for EAL children, for example use of word banks, preloading vocabulary, writing frames, images etc.

Differentiation and SEND

- EAL children are not identified as children with a Special Educational Need (SEND). Some of these children may however have a SEND and this will manifest itself through careful monitoring of progress and attainment by the SENDCO and class teachers. Some children, for example, an Arabic child, may have a special need for handwriting, as they are familiar with writing from right to left, therefore may require additional support with directionality. Following specific diagnosis of problems (diagnostic testing and / or agency advice), a support strategy or specific intervention programme may be devised for the child. The child at this point will be placed onto the school SEND Register, with a Pupil Profile and IEP prepared. This details the personal details of the child, their strengths and areas of concern, the category of need, details of external agency provision, also a summary of targeted intervention. More details about the school SEND procedures can be found in the school SEND Policy.
- Some children may have been identified as 'more able' or 'gifted and talented' in their native country, and, could lack confidence/self-esteem until they master the English language. They could be very conscious of their current lack of language skills and they could become very self-conscious of their personal needs, which could, in turn, impact on the child's potential progress. It is important therefore for staff to have an understanding of each EAL child's specific learning and emotional needs and to provide a caring and safe environment and the opportunity for individual needs to be communicated and supported.
- Some children may also have left war-torn areas of the world and they may have witnessed extremes of violence, which could hinder their integration and confidence. Such cases would be assessed on an individual basis and specialist support sought, if necessary, by the EAL Lead or school SENDCO, Designated Safeguarding Lead or SLT.

Equal Opportunities and Inclusion

It is our responsibility to ensure that English activities are equally available for all, regardless gender, ethnic origin, physical or intellectual ability.

Curriculum Enrichment

We celebrate the fact that some of our children can speak more than one language and the diversity of languages and cultures at school are celebrated through our EAL area displays and language of the month. Cultural enrichment experiences, which take place through topic work, workshops and visitors are part of the curriculum offer.

Parental Involvement

Parents are encouraged to support their children with their language acquisition and English skills overall. A session is available in school each week, on Tuesday afternoon to support parents with developing their use of English vocabulary. Parents are helped in this session to understand how children learn phonics in school and parents are offered support with homework or any school related issues. Many of our parents have found this very beneficial and confidence-building, enabling them to develop their own English communication skills. The school also supports EAL parents, where required, through the provision of translators during parent consultation sessions with teachers. Holistic and well-being support is also available to parent through translation, where possible, at external agency meetings.

Resources:

- Dual language books and picture dictionaries
- Songs in other languages
- Games
- ICT programs : Education City
- Generic resources/phonics to support language acquisition
- Ipads, computers
- Visual resources
- Google translate

The Role of the EAL Lead:

- To support with assessment of children on entry.
- To liaise closely with teachers and TAs to establish, monitor and review the needs of the learners.
- To ensure adequate support is in place for individual children.
- To support with the acquisition of resources.
- To monitor provision in the school.
- To timetable and review 1:1 and small group provision.
- To review the EAL cohort progress and outcomes.
- To report regularly to Governors.
- To create and review policy with the Head of School

Policy Review

This policy is reviewed annually and will next be reviewed in September 2025.

J Danson
Head of School

