# Hove Park School - EAL policy

## 1. Terminology
EAL = English as an Additional Language
Bilingual pupils = pupils with EAL, including more advanced learners
NTE = New to English
BME= Black and Minority Ethnic (background)
EMA = Ethnic Minority Achievement
EMAS = (Brighton and Hove) Ethnic Minority Achievement Service

## 2. Guiding Principles:
Our school values the cultural and linguistic diversity of the pupils as a positive asset and a rich resource for the school and community. We acknowledge that language

and culture is central to a person's identity and we build on the skills and knowledge pupils with EAL bring with them to school, providing additional support as necessary. We encourage both the pupils and families to play a full part in school life.

## 3. Guidelines:
- To provide a welcoming environment where EAL pupils and their families feel secure, safe, and have a sense of belonging.
- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To narrow achievement gaps between pupils with EAL and other pupils through effective mainstream practice and specialist EMAS support.
- To build capacity within school to ensure needs of EAL pupils are met appropriately and effectively.
- To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To actively liaise with parents to help them to support their children's learning.
- To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- To seek first language assessment to ensure the accurate identification of SEN.
- To monitor EAL data by language and ethnic group and set targets to address any underachievement identified.
- To provide all staff with professional development to develop their knowledge and skills for teaching EAL learners.

## 4. Fundamental underpinning principles of EAL support:

- Bilingualism is an asset to be valued, with first language having a continuing role in both identity and learning English.
- In order to close achievement gaps, EAL learners need cognitive challenge and effective linguistic and contextual support.
- English is best learnt via an inclusive curriculum where language and learning skills develop together.

## 5. EMAS:

We work in partnership with EMAS to support pupils with EAL and/or underachieving pupils from BME groups, either through direct pupil support, advisory support or staff training.

## 6. Roles and Responsibilities:

**a) All staff:** We recognise that the progress of pupils with EAL is the responsibility of all staff. This will include regular liaison to ensure effective curriculum support, with EAL co-ordinator, EAL TAs, EMAS teachers and EMAS bilingual assistants.

**b) EAL TAs with the EAL Co-ordinator**

- Ensuring the school EAL register is updated and as accurate as possible.
- Attend regular meetings to share information on supported pupils and to ensure support is appropriately targeted and reviewed.
- Meet students at initial interview and make induction plan for NTE students.
- Provide 1:1 and small group support in class and occasionally withdrawn.
- Target support by needs (and potential) of pupils and subject difficulty.
- Pastoral support, including communication with home.
- Liaison with outside agencies.
- Provide after school study support.
- Work with subject teachers and suggest appropriate EAL strategies.
- Monitor and analyse data to ensure individual progress.

**c) Senior Leadership team with the EAL Co-ordinator**

- Ensuring collection and analysis of achievement data for EAL/ethnic minority pupils to help inform provision
- Identifying EAL/EMA priorities for school development and inclusion in the school development plan, Performance Management targets and CPD
- Ensuring this policy is updated and shared by all who work in school, including non-teaching staff

**d) Governing Body**

- A member of the school Governing Body has responsibility for EAL/EMA
- EAL and EMA issues are included on the annual Governors report the school Race Equality Policy and racist incident return is reviewed with governors.

**e) EMAS with the EAL Co-ordinator** - The EAL co-ordinator has an interest and commitment to EAL/EMA issues, and provides effective liaison with EMAS. The role has the following responsibilities:

- Ensuring the school EAL register is updated and as accurate as possible.
- Formal Liaison with EMAS staff to share information on supported pupils and to ensure support is appropriately targeted and reviewed.
- Ensuring effective working conditions for EMAS staff in schools, including appropriate working space, access to ICT and storage facilities.
- Collating information for completion of EMAS school review in summer term and using it to inform priorities for support and CPD.
- Facilitating any planned activities involving EMAS in school e.g. cultural diversity learning walk, class observations.

**7. Admission Policy for new arrivals (including collection of information, communication with parents/carers, buddy systems, progress and well-being monitoring, the first few weeks.):** EAL learners are all individuals. It is important to gain as much information during the initial assessment period as this helps to inform the strategies we use and the type of support they will receive.

**a) The admissions meeting –** EAL co-ordinator and/or EAL TA to be present at meeting to ascertain:

- Lengths of time in the UK
- Dates of arrival
- First languages (L1)
- Languages used at home
- Ability in L1
- Previous education
- Stages of English
- Culture and religion
- Interests, experiences and motivation

**b) The Young Interpreters Scheme –** Recognise the huge potential that exists within our school community by using the skills and knowledge of our existing pupils to support our NTE students. This way they feel safe and supported from the start.

**C) Initial assessment –** EMAS to carry out initial assessment to ascertain stage of language acquisition and level of English.


**8. In the classroom - EAL Co-ordinator, EAL TAs and EMAS staff can help support:**

**a) Planning and Differentiation -** provide a recently adapted format from the PNS guidance on explicit EAL planning and differentiation for beginners and more advanced learners. Provide all teaching staff with an EAL toolkit.

**b) 'language aware' teaching –** identifying the language needed to access tasks and strategies to model oracy and literacy, particularly for more advanced learners in danger of 'plateauing' in progress.

**c) Literacy skills –** using graphic organisers (grids/tables/ mind maps etc.) key visuals, scaffolds and frames to develop and enhance reading and writing skills.

**d) Maths –** the specific language demands of maths, e.g. use of a familiar word in unfamiliar contexts, word problems and ambiguity in language use.


**9. School Strategic development:**

- **Take part in EMAS and Healthy Schools team Equalities learning walk'**
  This focusses on diversity in classroom and corridor displays.
- **School Self Evaluation**
  Complete regular self-evaluations - The National Strategies provide several evaluation formats.
- **Community Cohesion -** ideas for curriculum development which builds on self-esteem through identity, emphasises similarities as well as differences, and builds on parental/community links.
- **Inclusion -** The PNS Inclusion development Programme provides guidance on EAL learners with possible SEN.

**10. Specific CPD Resources:** A comprehensive list of all CPD resources on EAL/EMA, can be found on the National Association for Language Development in the Curriculum (NALDIC) http://www.naldic.org.uk, as well as links to a wealth of other websites.