

Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.'*

English as an Addition Language Policy

May 2024

Agreed by Governors: 16/05/2024

Introduction

Brunshaw Primary School is committed to making good provision of teaching and resources for pupils who have English as an additional language or are bilingual. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Statement of Aims

- To ensure that all children, regardless of ethnicity, have equal access to a broad and balanced curriculum
- To ensure that individuals or groups of children at risk of underachieving are targeted and receive extra support
- To ensure that pupils, parents and carers from all backgrounds feel genuinely included in the community of our school and have a warm welcome
- To help pupils to use English confidently and competently
- To help pupils to use English as a means of learning across the curriculum
- To help EAL pupils to make use of their knowledge of other languages

The Context of the School

As of May 2024

- 12% of pupils have EAL
- Urdu, Dari Persian, Greek, Polish, Bulgarian, French, Kurdish, Sinhala and Lithuanian are some first languages are spoken
- The majority of EAL learners are born in the UK although a small percentage are new arrivals with no English
- Urdu is the most common first language for EAL learners
- Some EAL learners have not experienced formal education before arriving in school

Roles and Responsibilities

The EAL Leader will:

- Ensure staff are aware of appropriate background and additional needs
- Ensure that appropriate assessment and monitoring of progress is taking place
- Support staff to liaise with families
- Ensure appropriate resources are available
- Ensure appropriate interventions are in place

Class Teachers will:

- To support the learning of EAL pupils within the classroom using the key principles and strategies listed below
- To liaise with EAL leader for individual pupil
- To report individual pupil progress to parents

Strategies to be used within the classroom:

- Include all EAL/ bilingual children fully in lessons
- Set high expectations for pupil participation and achievement
- Offer pupils full access to the National Curriculum
- Assess pupils in line with year group expectations

- Provide opportunities for peer support- using paired/ small group work where appropriate
- Make use of opportunities within Guided Reading sessions
- Offer access to traditional rhymes and stories
- Provide context embedded language experiences
- Check for pupils understanding – ask questions, or get the child to explain what they are going to do
- Give clear, full explanations of subject specific language
- Provide opportunities for previews of difficult or complex texts
- Use consistent language when giving pupils instructions
- Be aware of the effect of eye contact and body language
- Accept non-verbal/ 'I don't understand' responses from pupils
- Use ICT where appropriate
- Use collaborative learning resources to reinforce and consolidate prior learning
- When planning highlight EAL needs and support to be given
- Encourage the use of home language to support and enhance understanding in English

Assessment

- Teacher have termly pupil progress in which needs and targets for EAL learners can be discussed with senior leaders
- Regular updates on the impact of intervention groups will be gathered through teacher and pupil interviews

Resources

Staff will ensure they use a range of resources to support EAL learners (e.g. games, visual materials, computer software, etc.) Resources, including displays across the school will reflect linguistic and cultural diversity.

May 2024
Review September 2026