

English as an Additional Language Guidance

Introduction

Our school strives to create a positive, safe and caring environment where children have a strong sense of belonging and staff work hard to build positive relationships with all pupils, parents and members of our school community. “Achievement by All” lies at the heart of what we do and we live our five core values of kindness, respect, imagining, resilience and reflection.

A pupil's first language is not English when the pupil:

- has been exposed to a language other than English during early development, and
- continues to be exposed to this language in the home or in the community

This is set out in official School Census Guidance.

We also recognise all pupils with EAL, even when they appear to speak English fluently. Even pupils who seem to be fluent in English may need additional support in other areas, such as reading and writing, our school will still record these pupils as having English as an Additional Language (EAL).

It is our aim to recognise and celebrate the diversity of our school population and to also ensure that all children make progress so that ‘Achievement by All’.

Identifying Needs

We recognise that pupils with English as an additional language (EAL):

- will have a wide variety of needs
- will have strengths and weaknesses in different skills.
- might speak English fluently (i.e. be bilingual, speaking a non-English language at home)

Understanding a pupil’s starting point and context and getting to know the pupil as individual is important. Information may be gathered from previous schools, parents and the pupil themselves.

Information gathered, should include:

- personality – for example, whether they are normally shy or outspoken
- proficiency in their native language, and whether they have any issues with articulation or fluency
- educational background, including whether they have attended school before and whether they may have an existing special educational need or disability (send)
- experience of language at home, including how proficient the pupil's parents are in English

This will help us identify the skills the pupil needs to develop in order to effectively access the curriculum. These needs will also be informed by the demands of the curriculum.

Some of this work will also include completing the Bell Foundation [EAL Assessment Framework](#) (which recommends completing after pupils have had a chance to settle in, around two weeks and, also with support from Hampshire Ethnic Minority and Achievement Service (EMTAS).

In some cases, pupils who have EAL may also have an identified Special Educational Need (SEN). This is carefully assessed through strategies outlined in the SEN Policy.

We recognise that staff need to understand that pupils with EAL acquire language, through the 'BICS and CALP' model.

BICS – Basic Interpersonal Communication Skills

This is the language that is required for day to day living. It includes conversations with friends and informal interaction.

BICS occurs:

- When language is context embedded
- In face to face situations which are supported by non-verbal communication

It takes an average of 2 years for a pupil to comprehend context embedded social language (BICS).

CALP – Cognitive Academic Language Proficiency

This is the language that is required to understand and discuss curriculum content within the classroom.

CALP occurs:

- in context reduced academic situations
- When pupils have the higher order thinking skills necessary to access the curriculum

Our school also uses 'Language Links' assessment and this diagnostic tool may help to identify specific gaps in a child's learning too.

School Environment	
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At our school there are many processes and prompts already in place at school which supports all pupils, including those with EAL. Some of these include:

- Picture symbols next to important signs in school, such as the toilets.
- Visual timetables on display in class and teachers explaining these and removing each one as they day progresses
- Welcome signs on classroom doors, recognising the range of languages used in that class
- A world map with pictures of children showing their countries of their heritage
- Use of our Year 5 New Arrivals Ambassadors, who help with supporting new arrivals to the school

Strategies for Supporting Pupils	
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We try and avoid seating all EAL pupils together in class, as this is a missed opportunity to help them develop their English language skills. We try and seat new learners who have EAL with the most fluent English speakers in the class and, instead of paired talk, we often put the children in threes. This means that an EAL learner will not feel under pressure to respond and can listen where the other pupil(s) have a much higher fluency in English.

Whole class activities are adapted, such as:

- visual cues, such as using widget to produce pictorial word banks
- gap-filling exercises
- sentence frames
- word cards
- small group activities, for peer support
- a bilingual dictionary or dual language resources or use of an ipad with google translate and google lens
- resources in their own language, especially when using IT equipment.
- allowing pupils to write in their own language wherever appropriate

Many of the techniques aimed at teaching learners with EAL can also be beneficial to pupils who don't have EAL, particularly in a primary school setting where all children are learning literacy and language.

In some cases a targeted intervention maybe appropriate. This will include times when a pupil would benefit from a more focussed language intervention, such as work on vocabulary and context (pre-teaching vocabulary can have a high impact). These sessions are planned so they are not always missing subjects like art, music and PE which are good social and language-learning opportunities and shouldn't be missed.

There is an expectation of having high expectations for all pupils and this is no different for our EAL learners.

Responsibilities	
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EAL Lead

To liaise with the staff on progress data on EAL learners

To liaise with class teachers re provision for EAL learners

To provide support and staff training where gaps in staff learning is identified (such as through a staff audit)

To liaise with EMTAS (such as referrals to additional support)

To help promote communication and liaison with parents, such as through EAL coffee mornings

To celebrate the language diversity in our school through welcome signage, etc.

Class Teachers

To support the learning of EAL pupils

To liaise with EAL Lead about individual progress

To help promote communication and liaison with parents

Governors

To ensure the school policies promote inclusion, language development and equality for EAL pupils

To support the development of strategies that enhance EAL academic and social progress within the school improvement plan

To review progress of EAL pupil and question any gaps

Church Crookham Junior School

To ensure sufficient resources, including staff training and specialist support are made available to supporting EAL pupils

To ensure that the school complies with the legal obligations under the Equality Act 2010 to eliminate discrimination and advance equality for EAL pupils.

Review	
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This guidance was agreed November 2024

This guidance will be reviewed Autumn 2025