

English as an Additional Language (EAL) and New Arrivals Policy

1. Aims and Objective

1.1 The aims of this policy is to develop and provide a world class education for pupils with EAL and new arrivals, within the context of over 97% of pupils at Stanley Grove Primary Academy having EAL. We aim to raise the aspirations of and expectations for all pupils with EAL and provide outstanding support for new arrivals.

1.2 Our objectives are:

- To identify and provide for pupils who have EAL or who arrive as an in-year admissions
- To operate a “whole pupil, whole school” approach to the management and provision of support for pupils with EAL
- To provide support and advice for all staff working with pupil with EAL
- To provide support for new arrivals through a dedicated teacher and admissions support in addition to in-house interpreters for First Language Assessments and parental support. (New Arrivals Team)
- To provide support and advice for parents and families of children with EAL and new arrivals

2. Ethos

Our ethos is inclusive, with total immersion being integral to our strategy. EAL is seen as a strength and not a barrier to learning. Pupils with EAL are not placed in low ability sets unless there is also a recognised SEN or learning need. The progress of EAL pupils and new arrivals are the responsibility of all staff. We acknowledge the fact that new arrivals have a first language of their own, which we value as being important in developing a positive self-concept and self-esteem.

3 Language Development

3.1 Staff are aware of the different types of bilingualism: simultaneous (one person:one language or one setting:one language) and sequential (children have almost acquired one language when they start learning another, they have a firm base to learn the new language). They also recognise that no two bilinguals are the same in terms of when they started learning a language and the exposure that have had to a second language. Bilinguals are likely to have one dominant language and this may change over time. Staff are also aware of the risks of subtractive bilingualism (where the home language is lost as English is acquired), which can occur if parents do not maintain the use of the home language.

3.2 A silent period is natural for some pupils when learning a second language and not a sign of difficulties in the early stages. When exposed to a new language, we recognise it takes:

- 3 months to begin to understand the new language
- 18 months for phrasal structures, single words and set phrases
- 2 years to develop basic interpersonal skills (playground language)
- 3 years to develop a competent level of oral use of additional language
- 5-7 years to acquire the full range of literacy skills

4 Language rich environment and Total Communication Approach

4.1 A language rich environment is provided for all children. We model grammatically correct spoken English and create learning opportunities for children to speak. Teachers enunciate clearly with a good understanding

of root words and origins. Bilingual books area available where appropriate. Visuals are used to assist the learning of new vocabulary.

4.2 All staff will engage with children learning EAL using non-verbal communication alongside the verbal: this could involve the use of sign language, symbols, visual timetables, drama, and drawing, as well as props for stories. Classes use visual timetables to support pupils' understanding of routines. Talk for Writing is used across the school in Literacy. Staff received Makaton training in January 2015. The International New Arrivals teacher received further training in the Autumn term 2015.

5 Strategies

As the majority of pupils at Stanley Grove Primary Academy had EAL all staff adopt the following strategies in their teaching:

- Find ways of encouraging children to talk, even if they are unable to do so in English through *prompting, initiating, modelling, encouraging them to take risks with language, reformulating, replacement, elaboration* (see Appendix 2 for more information)
- Keep language grammatically accurate, clear and initially literal so that the child has the best opportunity to respond and communicate with his/her teacher.
- Give simple, one keyword instructions to the child individually and with eye contact.
- Negatives are avoided when giving instructions eg don't run – walk please, don't call out – hand up
- Model correct sentences for the child when they try to communicate, model how to use English.
- Create well thought-out seating plans that will create opportunities for children to develop their language skills.
- Allow the child additional time when answering targeted class questions.
- Use of visuals

6 New Arrivals (with EAL)

A dedicated teacher provides support for newly arrived pupils through the delivery of targeted interventions. She also supports staff to ensure that pupil needs are met during lessons.

6.1 Language Clubs

Within lunch time Language Club, EAL pupils are given the opportunity to learn with others in a relaxed environment. The main aims are to improve English vocabulary, build on communication, self-confidence and friendships. Activities and topics follow a structure, with the flexibility to explore and adapt to individual interests.

6.2 New Arrivals Language Interventions

The purpose of these groups is to develop speaking and listening skills, teach survival vocabulary, increase confidence and support newly arrived pupils to thrive. Learning is contextualized by grounding it in experiences. Vocabulary and syntax rules are taught to develop the use of correct spoken English and reading and writing skills. Games, role play and multi-sensory story boxes are used to support learning. Children will attend the intervention for a minimum of 6 weeks. After this period the New Arrivals Team will decide whether the child would benefit from attending for another 6-week period. The intervention time varies from a few weeks to a whole academic year. The progress of children is tracked through the NASSEA Assessment System.

6.3 Protocols for when a new child arrives in class:

- Place the child for first two weeks of school fully in class (not SEN/Low ability set)
- Ensure new books/ peg/ tray are provided and the class are informed about the new starter before their first day.
- Give plenty of time for the child to respond - it takes time to translate.

- Buddy the child with a "friend", preferably one who speaks the same language for them and who can translate for them. Choose a buddy who has good social skills and will enjoy the responsibility.
- Use visual aids, props, symbols, sign language and so on when working with the child.
- Give the child concrete tasks to do – they are often very capable and need to be challenged.
- Give the child specific homework every week e.g. wordlists, alongside their class homework.
- Speak to the New Arrivals Teacher who can support you with differentiation and resource ideas. (see Appendix 1 for more information)

7 Assessment

7.1 Baseline Curriculum Assessment

During the pupil's first two weeks at school their class teacher will carry out a Baseline Curriculum Assessment using the usual assessment tools (writing and maths criterion scales and benchmarking assessments)

7.2 Language Assessment

After two weeks, the New Arrivals Team will carry out a Language Assessment and the pupil will begin accessing language clubs and targeted interventions. The New Arrivals teacher will assess pupils using the NASSEA Steps. These will cover Listening & Understanding, Speaking, Reading and Writing in English with an awareness of EAL considerations. The children's progress will be tracked across the steps which will also be used for target-setting and to guide the planning of their interventions.

7.3 First Language Assessment

The purpose of a first language assessment is to establish a pupil's level of competence and skill in his/her first language to enable comparison between the pupil's level of competence in their first versus additional language. An assessment is only appropriate when a learner with EAL does not progress in line with the usual learning curve for English acquisition. If there is concern that an EAL pupil may have additional special educational needs, a first language assessment may be carried out. This will be done by the New Arrivals Team and interpreters where necessary. A first language assessment will not be until at least 12 weeks after arrival. A settling in period of 3-6 months should be allowed and the younger the child, the younger the settling in period.

Updated October 2017

Next review July 2018

Appendix 1

New Arrival with EAL Pathway

Admission Meeting:
Jenny Hollingworth informs class teacher and New Arrivals Team (NAT) that EAL pupil is starting.

Week 1 & 2

Class Teacher

- Prepares books/ tray etc
- Informs class
- Selects Language Buddy
- Seeks support from NAT
- Differentiates lessons and prepares resources for new language acquisition
- Pupil placed in main class (not Low Ability set)
- Total communication – use of signs and visuals
- Completes Baseline Curriculum Assessment

NAT

- Offers support to Class teacher
- Gives advice on differentiation of lessons and resources for new language acquisition

Child

- Full immersion - Learns expectations and routines
- Social inclusion - makes friend

Week 2

Class Teacher

- Continues to seek support from NAT
- Differentiates lessons and prepares resources for new language acquisition
- Pupil continues to be placed in main class or ability set (not Low Ability set)
- Total communication – use of signs and visuals continues

NAT

- Completes Language Assessment
- Pupil starts to attend language clubs and targeted interventions led by NAT
- Continue to offer support to Class teacher
- Gives advice on differentiation of lessons and resources for new language acquisition

Child

- Immersion – develops understanding of expectations and routines and takes part in life of class
- Social inclusion - makes friend
- Joins language clubs with other EAL new arrivals and begins targeted interventions

After 12 weeks

Class Teacher

- If concerned about learning requests First Language Assessment from NAT and SENCo
- Continue to support through total communication and effective differentiation
- Refers pupil to other interventions through Phase Leader and SENCo

NAT

- Completes First Language Assessment if agreed by SENCo
- Pupil continues to attend language clubs and targeted interventions led by NAT
- Continue to offer support to Class teacher

Child

- Continues language clubs with other EAL new arrivals and targeted interventions
- Possibly attends additional interventions arranged by Phase Leader and SENCo