



English as an Additional Language Policy

Published October 2010, Reviewed Sep 2012, Sep 2015,
Sept 2018, Dec 2021, June 2024

1. INTRODUCTION

At Molescroft Primary School we believe that children learning English as an additional language are entitled to the full National Curriculum programmes of study and that all teachers have responsibility for teaching English as well as subject content. The school recognises that cultural and linguistic diversity is a rich resource for the whole school. The school also recognises that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

2. AIMS AND OBJECTIVES

Children who have English as an additional language will be supported so that they can:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures

We recognise the importance of the role of parents and the need to communicate with parents where appropriate in a range of languages.

3. ACHIEVING OUR AIMS

- a) Liaising with relevant agencies to collect relevant background and cultural information when a child arrives at school.
- b) Recognising EAL pupils as a potentially Vulnerable Group. Ensuring progress and targeting of such pupils is reviewed annually through the Standards Report.
- c) Providing intervention programmes where necessary through the Vulnerable Group Provision Map.
- d) Providing one to one support where necessary.
- e) Providing a welcome in school and classrooms and providing texts in first languages where appropriate.
- f) Encouraging children and families to share their culture, and to ensure staff understand cultural differences, particularly where these may cause stress for the child (e.g. P.E).
- g) Providing appropriate cultural resources where possible
- h) Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition. Resource



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costs for supporting EAL pupils need to be identified and linked to needs and learning targets for pupils

- i) Using LA translation support for reports and written communications
- j) Using translation apps which translate orally and in written script in virtual real time.
- k) Differentiation in daily planning
- l) Teaching EAL pupils subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate.
- m) All school staff, including TAs and Supervisory Assistants, will be made aware of the linguistic needs of individual EAL children.
- n) Referring to an IEP where an EAL pupil is also a SEND pupil with general learning difficulties will be referred to in the EHCP.
- o) Staff awareness that:
 - although children become conversationally fluent in two years it will take a further 3-5 years at least for them to gain enough vocabulary and knowledge of English to function efficiently in all subject areas.
 - that EAL children learn most efficiently working in collaborative groups with able and fluent English speakers and through play with their peers.

4. MONITORING

All staff are responsible for implementing this policy.

Progress of EAL children is tracked. Progress and intervention are the responsibility of the Inclusion Manager. The Inclusion Manager includes EAL pupils within the Vulnerable Groups Provision map and implements appropriate intervention strategies, as required. The Inclusion Manager reports through the Standards Report so that any required changes to policy and procedure can be implemented through the School Improvement Plan.

5. SUCCESS CRITERIA

- Pupils feel confident and happy.
- Pupils' achievement is not subdued by their language.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
- Parents are happy to approach the school and feel involved in the learning community.
- Opportunities to further enrich and enhance the curriculum are exploited to further Community Cohesion.
- Pupils acquire confidence in speaking reading and writing English in a quick and efficient manner.