

Rucstall Primary School  
English as an Additional (EAL) Policy

## Rationale

At Rucstall Primary School, we recognise that all pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and culture. We are aware that bilingualism is a strength and that pupils who possess this ability, have a valuable contribution to our school community.

## Aim

The aim of this policy is to help ensure that, at Rucstall Primary School, we can meet the full range of needs for children who have English as an Additional Language; identifying and reducing any barriers to learning.

In line with The Education Inspection Framework (2019) and research from the Bell Foundation, we are committed to ensuring we offer a high-quality, inclusive education to give our pupils, for whom English is an Additional Language, the opportunity to access quality first teaching and cultural capital they need to succeed.

## Provision

In order to gain a greater insight and better support our pupils with EAL, they are provided with a package that includes an in-class buddy, pupil passport and a Bell Foundation Assessment, enabling their class teacher quickly identify their language acquisition. If appropriate, an EMTAS (Ethnic Minority and Traveller Achievement Service) referral will then be completed by school's EAL Coordinator

This service provides bilingual support for children and young people at point of transfer into a new school. They also help with school advice and training on meeting the needs of children learning English as an additional language. EMTAS can also support parents and carers with language helplines, advice and support.

## Support for Parents and Carers

We are aware that many of our parents may not speak English fluently so aim to offer support in the form of:

- New Arrivals welcome pack with visuals.
- Providing information and school reports in home language (if requested)
- Offering significant meetings with a member of staff and arranging a translator if required.
- Information on Bell Foundation advice booklets and information

## Home Language Importance

Having a home language other than English is not a learning difficulty. There is a clear distinction between EAL and Special Educational Needs (SEN).

Children with EAL are not placed on the SEN register, unless they have SEN. If there are concerns about a child's ability to access the curriculum, beyond their

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language acquisition, a member of the EMTAS team would arrange an SEN assessment in the child’s home language.

Although we aim to immerse all of our children in a language rich environment at school, we understand the importance of children continuing to use their home language in the home. Many concepts and skills depend on and benefit from a well-developed home language, enhances subsequent acquisition of EAL.

We recognise that children acquire the ability to communicate on a day to day basis in English fairly quickly. **BICS** describes the development of conversational fluency (Basic Interpersonal Communicative Skills) in the second language.

The level of language needed for academic study is much deeper and more detailed, and can require continued support for up to ten years. **CALP** describes the use of language in decontextualised academic situations (Cognitive Academic Language Proficiency).

**Curriculum Support**

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. We recognise their ability to participate in the full curriculum, may be in advance of their communication skills in English.

The curriculum is differentiated to meet the needs of all learners at school. If following the initial 10 week EMTAS support sessions, if EAL is deemed a significant barrier to educational progress, we may use:

- Extra visual supports;
- Teaching Assistant class support;
- Peer Mentor;
- Use of technology such as Google Translate;
- Borrowed resources from the EMTAS library;
- ELSA (Emotional Literacy Support) for confidence building, cultural and socialisation sessions;
- A further referral to EMTAS for additional advice and support

**Assessment**

On arrival, children are assessed against the Bell Foundation Documents, as recommended by EMTAS. This provides a language proficiency band. This is the reviewed regularly.

Ongoing monitoring of attainment and progress of all children are made half termly. This can highlight the need for targeted support.

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Signed:	