

Marsh Green Primary School

English as an Additional Language Policy

2022-23



Approved by:	Date:
Last reviewed on:	
Next review due by:	

1.) Introduction

This document outlines Marsh Green Primary School's English as an Additional Language (EAL) Policy. It details how children with EAL are supported throughout the school, in both the curriculum and other aspects of school life.

This policy is reviewed on an annual basis or as circumstances require.

At Marsh Green we celebrate children's differing cultures, backgrounds and languages. We aim to offer an inclusive education in which the child's first language is acknowledged and encouraged to develop alongside their acquisition of English.

Schools in the UK have a statutory obligation under the Equality Act 2010 to promote equality of opportunity for pupils whatever their race, language, religion or belief as well as other protected characteristics.

2.) Aims

Marsh Green Primary School is committed to meeting the needs of pupils with English as an Additional Language.

Whilst being clear that EAL is not SEN (special educational needs) or a 'learning difficulty', the school acknowledges that pupils with EAL will often have an additional need, in terms of accessing the language used by staff and peers, and related learning issues which can lead to underachievement and isolation.

Therefore, we will endeavour at all times to:

- Ensure EAL pupils have full access to the curriculum (and other school opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL pupils fulfilling their potential.
- Provide our EAL pupils – particularly those who are International New Arrivals – with a safe, welcoming, inclusive and supportive environment where they are accepted, valued and encouraged to participate.

3.) Terminology

EAL is an umbrella term that refers to any student learning and using English as an additional language.

The Government defines EAL learners as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Within this, there is a more vulnerable group of pupils we term as 'International New Arrivals' (INA). This refers specifically to pupils who have entered the UK within the past two years.

There are also a number of terms that can be useful, when describing the background of EAL pupils:

- 'first generation' – meaning that the child was born in another country and have since resettled in the UK with their family.
- 'second or third generation' – meaning that the child was born in the UK into a migrant or 'dual-heritage' family.
- 'migrant worker' – those who have moved for economic betterment.
- 'asylum seeker'/ 'refugee' – those who have moved to escape famine, persecution and other tragic events.

4.) Context

In the academic year 2021-22, 61% of pupils at Marsh Green School were identified as having an EAL need and speaking a language other than English as their 'first' or 'common' language. In addition to this, children from 16 out of 17 possible ethnic groups were on the school roll in the academic year 2021-22, including the following percentages:

- 26%: Black or Black British – African.
- 25%: White - Any other White background.
- 13%: Asian or Asian British – Bangladeshi.
- 7%: Asian or Asian British – Pakistani.

The population of Barking and Dagenham is larger and more transient than at any other time in the past. Between 2001 and 2011 the borough had the fifth largest growth in residents born outside the UK and Ireland. There are around 72 different non-English languages spoken by our residents.

5.) Key principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential/raising of economic prospects and being included in the daily life of the school community and wider public society. We view the fulfilment of this amongst EAL pupils to be a fundamental part of our mission.

EAL pupils will take approximately 5 -7 years of English-speaking education to acquire academically fluent English. This will occur naturally through a nurturing immersion rather than constant segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.

EAL pupils have a temporary need which is primarily language acquisition – it is separate/distinct from typical additional needs but with crossover points. It is very important that EAL pupils are not automatically labelled as SEN.

EAL pupils are not automatically 'lower ability' – and should not be labelled/treated in this way. EAL pupils will have potential strengths as well as additional needs.

There is a social-emotional and cultural dimension to catering for the needs of EAL pupils.

6.) Roles and responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' achievement and inclusion. Currently the designated EAL Leader is Marianne Withrington who oversees the development and day-to-day coordination of EAL provision.

Responsibilities of the EAL Leader include:

- Identifying incoming EAL students with the support of the Early Years Team and the school's Admissions Officer.
- Bringing the presence and needs of current EAL pupils to the attention of colleagues and discussing strategies for supporting access to the mainstream curriculum.
- Responding to requests for information about EAL pupils.
- Carrying out initial assessments of pupils.
- Ensuring that EAL pupils are welcomed and integrated into classes.
- Maintaining a register of EAL pupils and those from Ethnic Minority Groups.
- Using The Bell Foundation assessment frame to inform teaching and learning and track and monitor pupils' progress.

7.) Approach to teaching and learning

Every teacher will encounter pupils who do not use English as their first language. To be successful, we will have to nurture language development as well as teaching our subject. Every teacher will encounter pupils from countries who will often have very different educational experiences in terms of length, focus and style of previous learning. To be successful, we will have to coach pupils in how to learn as well as teaching our subject.

Potentially every teacher will encounter pupils who will have moved around many different countries and who are undergoing the challenge and stress of social integration. In addition, they may have had to learn to speak more than one language already during their travels. To be successful, we will have to build stable and productive social groups as well as teaching our subject.

8.) Placement

Without exception, we recognise that EAL pupils:

- Have the right to a full timetable with equal access to the whole curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Are not automatically placed with Learning Support (SEN) pupils.
- Will be involved in intervention provision to support English acquisition, reading and writing.

In addition, INA pupils will require, as a priority, calm supportive classes to meet their social-emotional needs.

9.) Admissions, identification and tracking

The school recognises that background information on EAL pupils can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, we aim to build up 'learner profiles' containing information about previous educational experience and linguistic background which can be very useful in planning future support. It can also contain any information about any possible past traumatic experiences.

10.) Special Educational Needs and pupils working at high levels of attainment

The school recognises that most EAL pupils needing support with their English language development do not have SEN needs. However, should SEN needs be identified during

assessment, EAL pupils will have equal access to appropriate provision in line with the school's SEN policy.

Similarly, the school recognises that there may be EAL pupils who are working at a high level of attainment even though they may not be fully fluent in English.

11.) Resources

A range of resources are required to support pupils' English language skills including bilingual texts (both fiction and non-fiction), key word lists, personal scrapbooks for building up some survival language, visual materials (including picture friezes) and games and toys that promote concept development.

The school aims to hold an annual Cultural Celebration Day where children are encouraged to wear special culturally important clothing and bring in food that is enjoyed within their culture/home country. This day is organised to celebrate our families and used as a way of finding out more about each other and sharing experiences and food together in a very positive manner.

12.) Review and evaluation of policy

School data will include relevant information on ethnic minority/EAL pupils and this will enable the school to monitor targets. This evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed annually.