



The Llewellyn School Policies and Procedures

Pupils with English as an Additional Language Policy

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Date:	23/01/2024
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Date:	23/01/2024
Date for Next Review:	01/01/2025

Introduction

This policy is a statement of Llewellyn School's aims, objectives and strategies to ensure that EAL pupils fulfil their potential, whilst celebrating their skills and assisting them to achieve the highest possible standards. The term EAL is used when referring to pupils where the native language at home is not English. EAL pupils come from a variety of backgrounds. Many EAL pupils are isolated learners and may be the only speaker of their language in their class or school. Many pupils have attended school and are literate in their home language upon arrival, whereas some may have had no previous formal education.

The Llewellyn school understands the importance that all pupils need to feel safe, accepted and valued. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach against discrimination and racism whilst promoting language awareness.

Aims

- The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To implement strategies to ensure that EAL pupils are supported in accessing the curriculum throughout all key stages.
- To improve the speaking, listening, reading and writing of English as an additional language.
- We will endeavour to support children who are at risk of under achieving.

Objectives

- To support and integrate children into our school by ensuring that they experience a safe and welcoming school learning environment.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To equip teachers with the knowledge, skills and resources to be able to teach, support and monitor pupils with EAL.
- To monitor pupils' progress systematically using data to assist and drive decisions regarding classroom management and curriculum planning.
- To maintain pupil's self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To make maximum use of opportunities to model fluent use of English and provide opportunity for children to practise and extend their knowledge and use of English.
- To provide EAL training to any staff member who may support an EAL student, to give them a more comprehensive understanding of additional needs.

Strategies

School/Class Ethos

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's native language. Appreciating and acknowledging a pupil's ability in his/her own culture is crucial for their self-esteem.
- Diversity will be valued, and classrooms will be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities through research and planning.
- We will gather as much background information on any new pupil joining 'The Llewellyn School', so we can assess their strengths and weaknesses to provide the correct support required.
- We acknowledge the time it takes to become fluent and achieve the range of language needed for academic success.
- We will ensure that when children arrive at Llewellyn, they are given plenty of time to absorb English. We appreciate that there is a recognised "silent period" when children understand more English than they use - this will pass if their self-confidence is maintained.

Teaching and Learning Style Planning, monitoring, and evaluation

The Llewellyn School will endeavour to take action to develop a pupil's speaking, listening, and writing. We will do this using various means:

- Set targets for EAL pupils that are bespoke, appropriate, and challenging for each individual pupil.
- Planning for EAL pupils to incorporate both curriculum and EAL specific objectives to be shown in teachers planning accordingly.
- When planning, staff must consider the linguistic, cultural and religious backgrounds of families.
- Staff to regularly observe, assess and record information regarding pupils developing use of language.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are many effective opportunities for oral communication, and that talking is used to support writing (and vice versa).
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another.
- Build on pupil's experiences of language at home and in the wider community, so that they develop their use of English.

Responsibilities

School Leader-CEO / Senior Leadership Team

The Llewellyn School will obtain, collate, and distribute information on new pupils with EAL. This includes:

- Ensuring all information from previous school/s, are available for teaching staff to incorporate into their planning, and day to day classroom activities.
- Assess the pupil's competence in English through observations and book inspection.
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.
- Examine the teaching of pupils and its effectiveness through teacher observations and book inspections.
- Evaluating targets set for EAL pupils, ensuring that they are appropriate, challenging and reviewed on a regular basis.
- All involved in teaching EAL learners are to liaise regularly, to share good practice.
- Parents/carers and staff are aware of the school's policy on pupils with EAL.
- Liaise with parents to see if the child(ren) are using English as well as their native language(s) at home.