

**Broomfield House School**  
**ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

**Legal Status:**

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

**Applies to:**

- Whole School including the Early Years Foundation Stage (EYFS)

**Related documents:**

- Special Educational Needs and Disability (SEND) Policy
- Curriculum: Teaching and Learning Policies

**Availability:**

This policy is made available to parents, staff and pupils in the following ways: via the School website [www.broomfieldhouse.com](http://www.broomfieldhouse.com), and on request, a copy may be obtained from the Office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Last reviewed: December 2018

Next review: December 2019

Mr Norton York  
Headteacher and Proprietor

Elaine York  
Proprietor

## English as an Additional Language (EAL) Policy

### Introduction

Broomfield welcomes children from all over the world. Our school is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language. The school will identify an individual pupil's needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

Broomfield aims to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. The backgrounds of pupils at the Broomfield House mean that the needs of its EAL pupils are most frequently higher order language needs such as higher order reading and listening comprehension skills and the need to use more sophisticated vocabulary and phrases in speaking, writing and grammar. Our school will make provision for children who have English as an additional language, (EAL) in our assessment procedures. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312[1], [2] and [3]). However, pupils for whom English is an additional language (EAL) will be provided with appropriate support. They will be evaluated to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at the Broomfield House.

### Aims and objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school. The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act.

We aim to raise the attainment of pupils with English as an Additional Language by:

- Evaluating pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible.
- Providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English.
- Providing additional in-class and withdrawal support to these pupils where appropriate and possible
- Developing an understanding, and valuing, of pupils' home languages.
- Using visual and auditory resources, where appropriate
- Liaising with SEN colleagues in identifying pupils who may additionally have SEN.
- Where appropriate, making use of their knowledge of other languages.

### Definition of EAL / BL / AL

A child is deemed to have English as an additional language (EAL) if the language spoken to them from birth was not English and they require support with their English in order to access the whole curriculum. Children may arrive from other countries where their schooling has not been in English and, therefore, their knowledge of English is minimal or non-existent. On occasion, their schooling may have been in English, but the main home language is not English, and there are discrepancies in their knowledge of English vocabulary and grammar. In these cases the children may need appropriate extra EAL support. We use the NASSEA Scale to define the

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children's current level of English. For key stage 1 the scale has stages 1-6 and for key stage 2 stages 1-8. The children are assessed and their level is recorded separately for their written and oral skills.

Some children are exposed to other languages in their home environment and may have a great knowledge of those languages and a high degree of fluency. However, if they are also growing up in an environment in which English plays a principal role, and their education has taken place in English, their ability to access the curriculum fully in English is not jeopardised, they are not generally identified as needing EAL support. We consider these children to be bilingual (or sometimes multilingual) and, we classify them as BL.

We also maintain a record of children who have an additional language at home, which may be inferior to their English, but which is nonetheless significant in terms of their cultural and linguistic heritage. We acknowledge that the presence of additional languages spoken by parents in the home environment, may subtly affect the children's acquisition of English, even if the additional language is not spoken fluently by the children. We classify these children as AL (additional language). We are aware that AL children may have specific linguistic needs which may require additional support within the ILE framework, or, alternatively may be addressed through their class teacher's individual target-setting strategies.

The children's level of attainment is recorded in the EAL paperwork and on the SEND register. The attainment is measured by the class teacher/classroom assistant supported by one of the EAL team using the 'sentences of attainment' within each of the scales and this is used to measure progress both between and within levels.

### **Philosophy of Approach to EAL Provision**

We recognise that children's linguistic needs vary according to their age. Moreover, as they progress through the school and acquire greater knowledge of English, they may no longer require EAL support. We tailor our provision according to their age and needs.

Younger children up to the age of 6 have a greatly enhanced capacity for language acquisition. According to some linguistics theories, they are 25 times more able to acquire language than the average adult. For this reason, children up to Year 1 who arrive in the school with minimal knowledge of English, will generally learn the language with little additional EAL intervention, simply by dint of receiving constant exposure to the language throughout the school day. In this way, EAL provision is supplied by class and specialist subject teachers through a variety of classroom strategies as outlined in the strategies section, and the children will progress through the general learning strategies of the school. However, children over the age of 6 and those younger ones who do not appear to be progressing as expected, will receive extra support.

We acknowledge that children who have acquired a high level of English fluency in both speaking and writing, but who do not speak English in the home environment may continue to have subtle and specific problems related to some of the advanced literacy tasks they are required to perform at the end of KS2. They may still therefore require additional EAL support with these tasks.

We recognise that the continued development of the home language is essential to both the child's general linguistic development and advancement in literacy. Therefore we encourage families to support the development of the home language outside school.

At Broomfield teaching and learning, achievements, attitudes and well-being of all our children are important. Some of our children may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. All children in our school follow the curricular requirements of the Foundation Stage and the Broomfield curriculum based on the National Curriculum. Children with English as an additional language do not produce separate work. We do not usually withdraw children from lessons to receive EAL support. Teaching Assistants work in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children.

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### **Assessment of EAL Need**

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language. Parents are asked to inform the school of any language needs their child may have on entry to school. In addition to this their class teachers, liaising with colleagues and working alongside pupils, should be able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- GL English and Maths tests
- Foundation stage profile
- Teacher assessment
- Reading tests
- Spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with parents
- Attendance and behaviour monitoring

Once the pupils have been identified and assessed, the class teacher may need to work with our ILE colleagues to develop Individual Education Plans for children according to their age and individual needs.

### **Key Principles for EAL Support**

Respect for other cultures and languages:

- ◆ All languages, dialects, accents and cultures are equally valued.
- ◆ There is an awareness of the importance of pupils' home language.
- ◆ Many concepts and skills depend on and benefit from well-developed home language and literacy in the home language enhances subsequent acquisition of EAL.

Presence of linguistic and cultural diversity in the school:

- ◆ EAL section in the school library includes bi-lingual books with information about countries of origin
- ◆ EAL display in Entrance Hall of all the languages spoken at Broomfield.

### **Teaching Strategies and Access to the Curriculum**

In our school, teachers take action to help children who are learning English as an additional language by various means, including developing their spoken and written English.

We ensure access to the curriculum and to assessment by:

- modelling uses of language
- providing additional verbal support – repetition , alternative phrasing, peer support
- providing additional visual support eg: posters, objects, use of gesture etc
- providing in class support for individuals and small groups (ILE)
- developing appropriate resources (ILE)
- using accessible texts and materials that suit children's ages and levels of learning
- providing support through ICT, media materials, dictionaries
- using the home or first language where appropriate or possible
- explaining how speaking and writing in English are structured for different purposes across a range of subjects

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Home-school links

- We welcome parents into school.
- We communicate with, and involve parents in, their children's learning.
- Multi-cultural understanding is implicit in our school ethos.

### **Effective EAL support**

- EAL is managed within the ILE framework – our EAL Co-Ordinator is Mrs S Ali
- There is an EAL trained teacher on the staff.
- Pupils with EAL are supported so they can reach their potential.
- Where possible, new EAL learners are helped by a member of staff who speaks their mother tongue.
- Support takes account of pupils at later stages of language learning by facilitating their development of literacy across the curriculum e.g. pre-teach specific vocabulary.

### **Special Educational Needs and Gifted and Talented Pupils**

Broomfield recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified, EAL pupils will have equal access to our school SEN provision.

Similarly, Broomfield recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English. Provision is made for these pupils within the ILE framework.

### **The Context of Broomfield**

- 32 languages are spoken by children at Broomfield (see new EAL) register and 11 are spoken by staff.
- Approximately 42% of pupils have a separate language spoken at home in addition to English (of which 12% are EAL).
- 6 pupils are identified at present (December 2018) as being on Level 3 or below of NASSEA Scale.