



The Acorn School

English as an additional Language

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This policy is concerned with bilingual/multilingual learners and their families, who have a first language other than English and who study at The Acorn School.

Context

Bilingual or multilingual EAL learners at The Acorn School come from a range of locations, including the local community, the rest of the United Kingdom, European countries and further afield. Pupils typically come for a term or longer.

Bilingual or multilingual EAL learners at The Acorn School will have varied literacy skills in both their home language and English, and we will follow the guidelines below to assess, monitor and provide the EAL support level that they require.

School objectives

Bilingual or multilingual EAL learners at The Acorn School will need varying levels of provision so that they can access all aspects of the curriculum and the life of the school.

We understand that all children need to feel safe, accepted and valued in order to learn. For children with EAL, this includes recognising and valuing their home language and background. We see bilingualism as a strength, and that EAL pupils have a valuable contribution to make.

Assessment & Monitoring

- The LSCO with class teacher/sponsor to carry out initial assessment of child's use of English language through: information from application process, information from parents/guardians, information from initial assessments & observations, information from previous settings.
- The school will assess each EAL learner's proficiency in English, taking account of speaking, listening, reading and writing. Where helpful, the school may use an established EAL proficiency framework to identify the learner's stage of English-language development and the support required.
- To monitor the progress of EAL learners through individual assessments where required – involving all teachers, class teacher and LSCO.
- To provide an end of term report for the student and their parent(s)/guardian(s).

The school recognises that having English as an additional language is not in itself a special educational need. Where there are concerns about a children's progress, staff will consider the pupil's English-language development alongside other evidence in order to distinguish between EAL needs and possible special educational needs.

Provision

- For EAL learners to have an initial meeting/visit with the Headteacher, and LSCO, class teacher/sponsor, DSL and translator if required to welcome the family and assess needs as outlined above.
- For EAL learners to have an induction that enables them to integrate socially into the relevant class, including a tour of the school, having a named buddy student to support with day to day school life, and if available, a named student or staff member who speaks the same first language as them.
- To ensure that every teacher is aware that they have a responsibility for the language development of EAL learners.

- Teachers will use assessment and ongoing observation to identify children's starting points, monitor their progress in English and ensure that EAL learners can increasingly access the full curriculum independently.
- To ensure that curriculum planning and resources are differentiated to enable children to access the curriculum and make progress in their learning, e.g. scaffolding language through writing frames and talk frames.
- To recognise and encourage the use of first language, and where appropriate, have dictionaries, resources, signage and books in the child's first language.
- To identify and acknowledge linguistic, cultural and religious background of EAL learners and establish contact with wider community where possible.
- To support EAL learners in their acquisition of English language skills and conceptual understanding, for example by providing glossaries of technical terms being used in the subject, or by providing additional visual support (e.g. posters, gestures) and additional verbal support (e.g. repetition, modelling, enhanced opportunities for speaking and listening).
- To support EAL learners to participate in all school activities appropriate to their age group.
- To celebrate and acknowledge the achievements of EAL learners.
- To ensure that the curriculum needs of EAL learners are provided for through discussion with their families and their class teacher/sponsor.
- To provide EAL learners with a learning support system or early acquisition programme (see resources below) if required.
- To provide access to school SEND provision (as outlined in the SEND policy) in addition to EAL support, if required.

Resources

- The NALDIC website <https://naldic.org.uk/>
- The Bell Foundation website <https://www.bell-foundation.org.uk/>

Conclusion

Although the numbers of bilingual/multilingual EAL learners at The Acorn School are low, it is acknowledged that the progress of bilingual/multilingual EAL learners is significantly influenced by the school ethos and by teacher attitudes and expectations. The Acorn School welcomes bilingual/multilingual EAL learners and through the mutual cooperation of the students, their teachers and their parents, aims to ensure that their education experience is positive and rewarding