



The Bell 
Foundation

**Celebrating, Safeguarding,
Educating and providing SEN
provision if required to pupils with
English as an Additional Language**

Introduction / Mission statement

Caldew Lea Primary School considers a child's home language to be a core element of their cultural identity. We therefore aim to celebrate the range of languages spoken in the school and encourage continuing development in children's home languages alongside their English language learning. We aim to support children with English as an additional language (EAL) to make rapid progress in their English language development through a focus on the teaching of core vocabulary in each subject, so that they can access learning in all areas of the curriculum.

We are committed to ensuring that accurate assessment ensures that pupils are provided with learning tasks that meet both their cognitive and English language needs. We have an inclusive approach to learning, and prioritise Quality First Teaching as the most effective way to enable EAL pupils to make the necessary progress required to diminish attainment differences with non-EAL pupils.

Our additional EALiP intervention will only be used in cases where it is determined that a child requires additional, not alternative, support to help them make the expected progress in their English language development.

Statement of aims and commitment

This policy should be referred to by all teaching, support and administrative staff who have contact with pupils and/or parents/carers in the school. It informs strategic decision making by the senior leadership team, as well as day to day teaching and learning and interactions with parents and pupils of the school. The aim of the policy is to ensure that EAL learners are provided with teaching and learning opportunities that enable them to make the best possible progress, within an accepting, inclusive and welcoming environment.

Context

The school defines EAL learners as those pupils where;

"A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community."
(DfE School Census Guide 2016-2017, 2016 p.63)

EAL learners who are New to English can be described as working at band A on The Bell Foundation's EAL Assessment Framework. As a general rule, New to English learners tend to be in their first two years of learning.

Caldew Lea is proud of its multi-cultural nurturing care for all. We are a rapidly growing school, welcoming families from all over the world on an almost daily basis. Out of 286 pupils on roll, 23% speak English as an Additional Language.

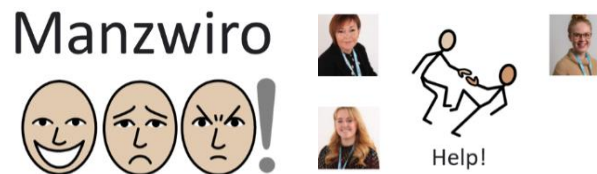
In school currently, the languages spoken are: English, Malayalam, Portuguese, Polish, Romanian, Arabic, Akan, Twi-Fante, Nepali, Tamil, Telugu, Ukrainian, Shona, Hindi, Bulgarian and Bengali.

From September 2023, Caldew Lea Primary School has appointed a multi-lingual teaching assistant who has vast experience of supporting pupils with EAL and has personal experience herself of living in more than one country.

Safeguarding our pupils with English as an Additional Language

Pupils with English as an Additional Language are buddied up with a fellow pupil who speaks the same home language. Not only does this help the new pupil settle quickly but it allows for translation in lessons and around school, too.

All pupils new to the English language are given a safeguarding card with a feelings card with “feelings” interpreted into their own language with three pictures: happy, sad and angry. On the reverse of the card are the pictures of the trusted adult for the pupil so they know who to approach and show the picture of their feeling/emotion to. Examples:



Supporting children with EAL

Children with English as an additional language need to hear English spoken by the adults in the setting in as many different contexts as possible. When the context has meaning for the child they are more able to learn spoken English from the adult.

Our role as educators is crucial in modelling the accurate use of English, noting the child’s spoken vocabulary and building on what the child already knows.

Children will start to speak English and any other languages they may be learning, in different ways. Some children will enthusiastically copy what they hear around them right from the start. Children may start by verbalising single words and 2 or 3 word phrases.

More complex spoken language in English will build up over time, with our guidance, modelling English and recasting so that the child hears their speech repeated correctly.

Some children who are new to the English language go through a silent period. This can be for as long as 6 months. When they start to speak in English it will be more proficiently than we may initially expect, even in full sentences. The child will have been listening intently to adults and children in the setting and once they are confident with their initial speech, they will speak far more.

It is good for children with English as an additional language to be able to speak their home language in the setting and talk to our school buddies who speak the same language. Currently there is no language in school spoken by only one pupil. This will further aid them in learning English. Most children adapt to speaking more than one language.

The security of knowing what resources will be available in each area, each day supports our children’s wellbeing and achievements in learning. We strive to keep the provision consistent. Observing how the children respond will inform school staff when a change is needed. This may be to add something more, or a specific enrichment to extend the pupil’s learning.

Throughout all classrooms at Caldew Lea Primary School, teachers use “widget” diagrams to give a pictorial aid to key vocabulary and daily tasks. Lesson adaptations for pupils with English as an Additional Language are made at all times where necessary and use the same widget diagrams. For pupils in the Early Years in particular, we take sequences of photographs/create widget diagrams to show the child specific routines, such as, what happens at the snack table, how to tidy away the construction toys and a visual timetable of the session. Over time the setting becomes a secure place for the child and they gain confidence in their play and interactions.

Revisiting and re-proposing are beneficial for all children but especially for those acquiring English.

Revisiting opportunities in our daily routines/practice allows staff to draw the child’s attention to previous activities and learning where they have achieved. A prompt could be a photograph or video of them playing. It could be a sample of their mark making, a painting or a collage picture. The child can revisit by drawing over the top, and the adult sensitively describes their actions as they do this. In this way the child hears spoken language directly connected to their actions.

Re-proposing by scribing a child’s spoken dialogue and on the following day remind the child of their words. This is a launchpad for the child to either repeat what they said before or to extend what was said on the previous day.

When exploring rhymes and songs, staff endeavour to make comparisons between words in English and in other languages. Our older children who have grasped more than one language enjoy these opportunities! They love to play with words and translate from one language to another.

Key principles for second language acquisition

We believe that the following should be in place in order to optimise the potential for second language acquisition for pupils with EAL:

- A welcoming and inclusive environment which celebrates ethnic and lingual diversity.
- Opportunities for pupils to explore ideas and new learning in their home language as well as in English.
- The continuing development of home language being seen as equally important as the development of English language skills.
- An inclusive curriculum, where EAL learners have access to high quality modelling of English language speaking by the adults around them.
 - High expectations for all learners, regardless of their English language proficiency, where effective differentiation enables all pupils to access learning at a level appropriate for their cognitive and developmental needs.

EAL teaching and learning

Because of high levels of pupil transience and consequently a fluctuating pupil context, the school organises classes and staffing flexibly in order to meet the changing needs of its pupils. Generally, in Key Stage 2, classes are taught in mixed year group classes. From September 2023, there will be three Year 1 and 2 mixed aged classes, three Year 3 and 4 mixed age classes and three Year 5 and 6 mixed aged classes. In each phase there will be support for those pupils most in need of focused English language teaching to develop their emerging English proficiency. This will change depending on year group contexts at the start of the year. Groupings, including classes, are fluid enabling pupils to move classes or groups where necessary in order to best meet their developing needs. In these year groups the focus is on language immersion and strong modelling of spoken English skills by adults. Teachers use a variety of strategies to support EAL learners to access the curriculum.

These include:

- The use of visuals and opportunities for oral rehearsal to support understanding and language development (e.g Read Write Inc., Widgets, Talk for Writing)
- Focus on the explicit teaching of vocabulary
- Use of peer support from 'same language buddies' or the (to be introduced in September 2023) school's trained 'Young Interpreters' from Hampshire Council.
- Effective oral feedback, including recasting/remodelling of spoken English.
- Pre and post teaching of key skills and vocabulary for pupils that require additional support.
- The use of our specific language intervention (EALiP) for pupils with EAL that are not making the expected progress in English language development and have been assessed as requiring additional support (e.g. identified SEND including speech and language difficulties).

Teachers at Caldew Lea Primary School have high expectations of all pupils, and plan work in order to meet the cognitive and language needs of each child. The focus is on enabling EAL pupils to make the progress necessary in order to help them close any attainment gap they may have in comparison to non-EAL peers.

Classroom organisation supports independent learning by ensuring resources are easily accessible for all pupils. All classes ensure that resources are clearly labelled, and labels should include images of resources in those classes with New to English pupils.

Higher achieving EAL pupils are supported in their learning by effective tweaks and adaptations which matches learning to pupils' cognitive needs.

The Proficiency in English levels and Bell Foundation assessment materials are used to identify next steps in language learning for all EAL pupils, ensuring that teachers have a clear understanding of EAL language progression.

The teaching of vocabulary underpins learning in all areas of the curriculum and school life. Teaching and support staff maximise every opportunity for language learning, in both planned and incidental interactions with pupils i.e. whether within lessons or in the dinner hall.

Progression and guidance documents for each subject, and topic booklets for each topic, outline the tier one, tier two and tier three vocabulary to be taught each half term. This ensures that pupils with EAL are able to build on their cognitive academic language proficiency, with the aim of supporting EAL pupils to become fluent English speakers who can access the curriculum at an age appropriate level with no additional support.

Planning, monitoring and evaluation for EAL

In addition to the standard assessments used within school (please refer to the Assessment Policy), pupils with EAL are also assessed in line with the DfE Proficiency in English codes twice a year (mid and end point assessments). These assessments are supported by the Bell Foundation Assessment and Flash Academy Assessment and the Excel spreadsheet assessment documents for EAL is what we use.

Proficiency in English levels are compared to a child's length of time in English schooling, and targets are set based on the aim of supporting children with EAL to develop Cognitive Academic Language Proficiency (CALP) within five years. Research suggests that "It takes learners at least five years to develop CALP. Research from

Collier and Thomas (1995) has shown that it may take children with no prior instruction or no support in native language development at least seven years to develop CALP.”

We also aim to ensure that pupils with EAL are able to develop their Basic Interpersonal Communication Skills (BICS) in English in between six months to two years.

“Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday, social face-to-face interactions. For instance, the language used in the playground, on the phone, or to interact socially with other people is part of BICS. The language used in these social interactions is context embedded. That is, it is meaningful, cognitively undemanding, and non-specialized. It takes the learner from six months to two years to develop BICS.”

The curriculum is adapted where necessary to ensure that pupils with EAL access learning at a level appropriate to their language and cognitive needs. For example, the Talk for Writing curriculum includes a range of age appropriate picture books for New to English classes to use to support learning in English lessons.

Special Educational Needs

At Caldew Lea Primary School we are very clear that SEN and EAL are not the same.

If a child with EAL is making slower than expected progress we first consider the following factors:

Language proficiency

The child may be learning slowly due to limited experience in English. They may not have established sufficient proficiency in any language yet or, they may not be learning because their level of BICs has misled the teacher into setting tasks that are too abstract for the child’s language level.

Environmental stress factors

These could be hindering learning both in and out of school. Examples are that the child may be experiencing racism either at home or at school or they may be stressed or traumatised. The family may be under a lot of stress, may have moved frequently or there may be conflicting demands in the home. It may be that the environment in the school is not inclusive and understanding.

Access to the curriculum

There may be barriers created by the school that mean the child is not able to access the curriculum effectively. For example, the child may be discouraged from using his/her first language, there may be few visuals or gestures or the child may have been placed in an inappropriate set.

It is important to work through the list of possible hypotheses for the child’s perceived learning difficulties and to keep a thorough record, including recording where information is not known.

Once other reasons for slow progress have been investigated, further assessments are used to identify specific learning needs for pupils with EAL. These include:

- Speech and Language Link (where possible carried out with the support of a translator to assess proficiency in the child’s home language)
- Non-verbal ability tests (GL Ready)
- GL Ready dyslexia screening tool

- Fine motor control handwriting assessment
- Physical literacy assessment
- SENAT Maths assessment

Assessment and record keeping

Initial Assessment

New arrivals to Caldew Lea Primary School who have English as an additional language (EAL) are assessed in the following areas within their first week at the school:

- Read Write Inc Phonics awareness (English)
- Basic numeracy skills
- Fine motor skills
- Non-verbal ability (using a pictorial reasoning assessment)

This helps to ensure that new pupils can as quickly as possible can adapt teaching and learning according to their cognitive learning needs, not just their language learning needs. Proficiency in English Assessment Teachers assess the Proficiency in English (PiE) of EAL pupils in their class twice per year; at the end of the Autumn and Summer terms. This assessment is supported by the Bell Foundation EAL Assessment descriptors and establishes whether a child is:

A: New to English

Pupils:

- Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases
- Require considerable support to access curriculum content

B: Early Acquisition

Pupils:

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations
- Still need a significant amount of support to access the curriculum.

During the New to English and Early Acquisition stages, the focus for teaching and support will therefore be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

C: Developing Competence

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years. At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Pupils:

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
- Need ongoing support to access the curriculum fully.

At this stage, the focus for teaching and support is about increasing range and accuracy of language use. EAL learners who are Developing Competence are encouraged to notice key features of English and self-correct.

D: Competent

Pupils:

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar
- Need occasional support to access more complex curriculum material and tasks

E: Fluent

Pupils:

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
- Need very little or no support required to access curriculum content and should be working at, or very near, age-related expectations

At the Competent and Fluent stages, the focus for teaching and support promotes more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

These assessments are saved on the school's information management system and data systems and help to support leadership decision making, for example the allocation of resources and deployment of support staff.

Statutory Assessments

Caldew Lea Primary School carries out the following statutory assessments:

- EYFS: Assessment of Early Learning Goals

- Year 1: Phonics Assessments
- Year 2: SATS in Reading, Writing and Maths (optional SATs from 2023/2024 TBC)
- Year 4: Multiplication Check
- Year 6: SATS in Reading, Writing, Maths and Grammar, Punctuation and Spelling

All pupils in the Early Years Foundation Stage are assessed against the Early Learning Goals at the end of their Reception Year. Early Learning Goals for 'Literacy' and 'Communication and Language' must be assessed in English, but the other areas of the Early Years Foundation Stage curriculum can be assessed in a pupil's home language.

To support this, in school translators would be used if necessary, and where this is not an option or necessary, assessment is supported through the use of visuals where appropriate.

In some cases, it is not appropriate for a child who is very new to English to sit statutory tests, as they do not have enough English language to access the test. Teachers will make the decision on whether to disapply a child with EAL from statutory assessments based on their judgement of whether it is suitable for their needs.

The school follows statutory testing guidance and provides approved support to help pupils with EAL to access tests including, where guidance allows, the provision of translators and/or readers e.g. in maths assessments, additional time (for pupils with low writing or reading speed) and scribes.

Internal Assessments

The school carries out half-termly assessments in Reading, Writing, Maths and Spelling, Punctuation and Grammar.

If a pupil with EAL is unable to access the tests provided, teachers instead provide a teacher assessment level. This is supported by their knowledge of the pupils' performance in class, as well as other assessments such as half termly Read, Write Inc assessments.

Visual Support

Through tweaking and adapting teaching, teachers make visual resources which enable pupils with limited English proficiency to access the curriculum, as well as to navigate day to day school life (for example choosing which lunch they would like during morning registration). All classes have a visual timetable.

Peer Support

As part of the school's annual celebration of European Day of Languages all children throughout the school take part in Young Interpreters Training. This helps children to be aware of the difficulties faced by new arrivals to the school, teaches them strategies they can use to communicate with children who speak a different language, and shows them ways to help new pupils to settle in to school. Where possible, new pupils with EAL are buddied with another child who shares their home language.

Interventions

Caldew Lea Primary School does not have intervention groups specifically for EAL pupils. Intervention is based on assessment of pupil learning needs, and interventions for pupils with EAL in school include:

- EALiP
- Read Write Inc phonics tutoring
- Read Write Inc Fresh Start

- Speech and Language
- Physical Literacy and Various SEMH interventions
- Pre and post teaching of key learning (based on ongoing assessment for learning)

Pupil Premium and EAL

A significant percentage of the school's pupil premium pupils are also EAL. Pupil Premium funding is deployed based on analysis of barriers to learning for disadvantaged learners and is not spent on a pupil by pupil basis. Research has shown that the most effective way to raise attainment is through quality first teaching. A significant proportion of Pupil Premium Funding is therefore focused on staffing and staff CPD.

It is our view that teaching strategies which support learners with EAL to access the curriculum in fact benefit all learners. Refer to the Pupil Premium Strategy Statement for further information.

Parents/carers and the wider community

Parents are welcomed to the school during their child's initial induction meeting. They have a tour of the school (supported by technology to translate if necessary) and are provided with key documents which explain the school's expectations (for example, of attendance, uniform and behaviour) and daily school routines and organisation. These documents are supported by visuals as we understand that many parents may speak little, or no English. Also, all admission on our website is fully translatable to all of the languages spoken in school. Part of our admission policy is to find out as much information as we can about ***cultural characteristics*** of our EAL pupils such as would your child like to wear their Hijab? Would your child like to wear their Henna designs? Would your child like to wear their Bindi? Etc

Caldew Lea Primary School uses a variety of methods to maintain ongoing communication with parents including:

- The translation of letters home into any language via the school website
- Regular Facebook posting that can be translated
- Regular Class Dojo/School Dojo messages that can be translated into any language
- Use of technology to translate during face-to-face conversation
- Use of technology if necessary to translate during parents meetings

There are numerous opportunities each year for parents to become involved in the life of the school which include but not limited to:

- Workshops delivered by teachers to explain aspects of teaching (e.g. EYFS Phonics Workshops)
- Pupil performances (e.g. Concerts, school play performances, regular class celebration assemblies etc)
- Multi-cultural celebration day

Caldew Lea's Engagement and Wellbeing team monitor parental involvement, ensuring that opportunities meet the needs of the local community and targeting harder to reach families.

Translating and Confidentiality

At Caldew Lea Primary school we never use children or parents to support with the translation of any information that may be sensitive and/or confidential. The school uses technology if a translator is not available to translate in a number of languages in these instances.

EAL Coordinator

The EAL Coordinator is responsible for monitoring the progress and attainment of pupils with English as an additional language through; lesson visits, pupil and parent voice, book scrutinies and analysis of assessment data.

They review and adapt the initial assessment and induction procedure to ensure it continues to meet the needs of pupils as well as providing the information needed by teachers to inform their planning.

The EAL Coordinator supports teaching staff by organising and/or delivering staff CPD in response to any issues arising from monitoring.

Teachers

Teachers are responsible for the attainment and progress of pupils with EAL in their class.

They should raise any concerns over pupil progress with the SENCo/EAL Coordinator.

Teachers are responsible for adapting the curriculum and providing resources to enable children with EAL to access learning.

Monitoring, review and evaluation of policy

This policy was created by the SENCO (and now EAL coordinator) in May 2023 and will be reviewed again in September 2023.