

# ***English as an Additional Language Policy (EAL)***

## **Context**

This policy should be read in conjunction with our Teaching and learning Policy, Single Equality Policy and SMSC Policy. Hatch Warren Infant School is an inclusive school and recognises and addresses the needs of EAL pupils as it recognises the specific needs of all pupils. The area of EAL is addressed by the Basingstoke Team, as well as the Hampshire LA and there is a named EAL outreach teacher who works under the direction of the Hampshire LA. We are currently a 3 form entry school with a lower than average percentage of learners with English as an additional language. Approximately 20% (September 2025) of our children frequently speak or have access to a language other than English at home based on the children's initial registration document provided by their parents. The backgrounds of pupils at Hatch Warren Infant School mean that the needs of our EAL pupils are varied. These include those children who are at early stages of acquiring English and some who are more advanced EAL learners whose support needs are for higher order reading and listening comprehension skills together with a need for using more sophisticated vocabulary and phrases in speaking and writing.

## **Aims of EAL provision**

To raise the attainment of EAL children by:

- Giving pupils with EAL access to the full curriculum
- 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 when appropriate, withdrawal support to these pupils which often includes pre-teaching
- Developing an understanding of and valuing pupils' home languages
- Using visual and auditory resources to support pupils to access more of the taught curriculum
- Developing home school links to encourage parental engagement in their child's learning. Having up to date and relevant resources and information that families can access through the school's website.
- Assessing pupils with EAL to establish their needs and progress through ongoing assessment for learning opportunities and summative assessments that are scheduled termly.
- Liaising with SEN colleagues and identifying pupils who may additionally have

## **SEN Identification and assessment**

Parents are asked to provide background information including details of the first language skills of the children and this is used for the initial baseline assessment which is carried out through EMTAS and reported to school. Through Ethnic Minority and Traveller Achievement Service (EMTAS) support parents are asked to inform school of any additional needs their child may have on entry to school. This can be done using a variety of data including:

- Attendance and behaviour monitoring
- Assessment for learning opportunities
- First language assessment
- Standardised assessment scales for pupils with EAL

And where appropriate and when the children are more settled:

- Summative assessment Tasks in reading, spelling, writing and maths
- Individual pupil targets.

Once the pupils have been identified and assessed, the EAL outreach teacher is contacted and they work with teachers and TA's to develop Individual Action Plans with SMART targets.

### **Methods of working**

These will be flexible according to the needs of the pupils but may include:

- In class support for individuals and small groups
- Developing appropriate resources including the use of first language materials, talking tins, talking books and talking photo albums, etc.
- Support within small-group intervention strategy programmes also involving non EAL pupils
- Where appropriate, pre teaching support to enable greater access to tasks set. Providing advice and training for other staff members
- Contributions to working parties

### **Monitoring**

- Reviews of action plans at least yearly
- Monitoring provision, practice and progress by the class teacher which is fed back to the Leadership Team during our termly pupil progress meetings.
- Termly report to Governors including progress of pupils with EAL.

### **Home-school links**

Strategies such as use of interpreters, information in various language, signposted information to other services are in place to:

- Welcome parents into school
- Communicate with and involve parents in their children's learning
- Promote a multi-cultural understanding in school.

The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

### **Professional development**

Staff are provided with opportunities for in-house training on EAL to extend their knowledge and understanding and enhance their skills: learning support staff working more closely with EAL pupils access training from EMTAS and disseminate this to all staff in school. This contributes to the development of good practice and the raising of achievement of our EAL Learners within the school.

### **Use of ICT**

ICT is a central resource for learning in all areas at Hatch Warren Infant School and is used when relevant for meeting the needs of our EAL pupils. Support Staff working with our EAL pupils receive advice in how to use existing resources to support language development. The school seeks to purchase up to date and relevant resources which reflect different ethnicities

in their language, visual images and content. Funding is allocated, where required, each year to purchase further resources to support our EAL children and their families.

### **Effective EAL support**

This will be evidenced by:

- High standards of curriculum content for our EAL pupils
- Good leadership and management of EAL within our school community.
- Pupils with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of pupils at the early stage of language learning
- Support takes account of pupils at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills
- Links with parents are monitored through surveying their views on our provision and through attendance to parents consultation and information meetings