

EAL Strategy Handbook



Welcome to The Hill

Supporting pupils and families with

English as an Additional Language

or New to English



2024-25

OUR POLICY AND OUR ETHOS

At Abbey Hill, we believe:

There is no ceiling to what our AbbeyHillians can achieve as they grow and get better from where their learning journey begins.

We believe this for all our pupils and go above and beyond to support them to thrive.

We recognise and celebrate that, for some of our pupils, English may not be the first language spoken at home. We also recognise that some of our pupils may be new to the UK and new to the school system altogether. This strategy demonstrates the steps we take to support learners with English as an Additional Language.

ABOUT OUR SCHOOL

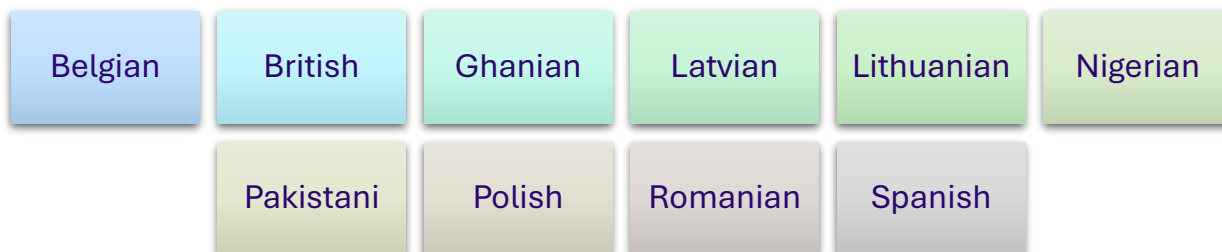


- 3.7% of our pupils have English as an additional language.
- Over 13% of our school have backgrounds beyond Britain.
- 100% of pupils achieved the expected standard in their Maths.
- 75% of pupils achieved the expected standard in their Writing
- 25% of pupils achieved the expected standard in their Reading.

Our languages spoken include:



And our nationalities include:



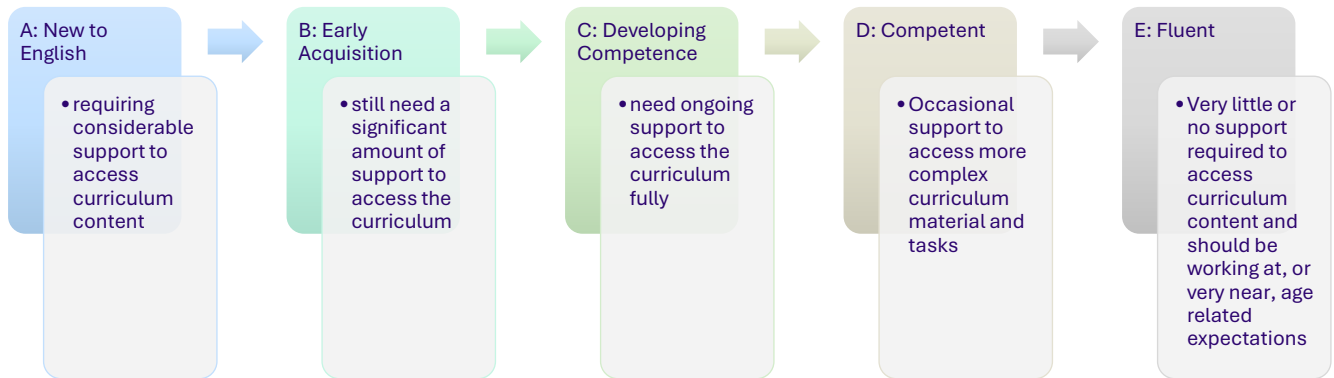
Mrs.Hardy leads on supporting pupils with English as an Additional Language or New to English.



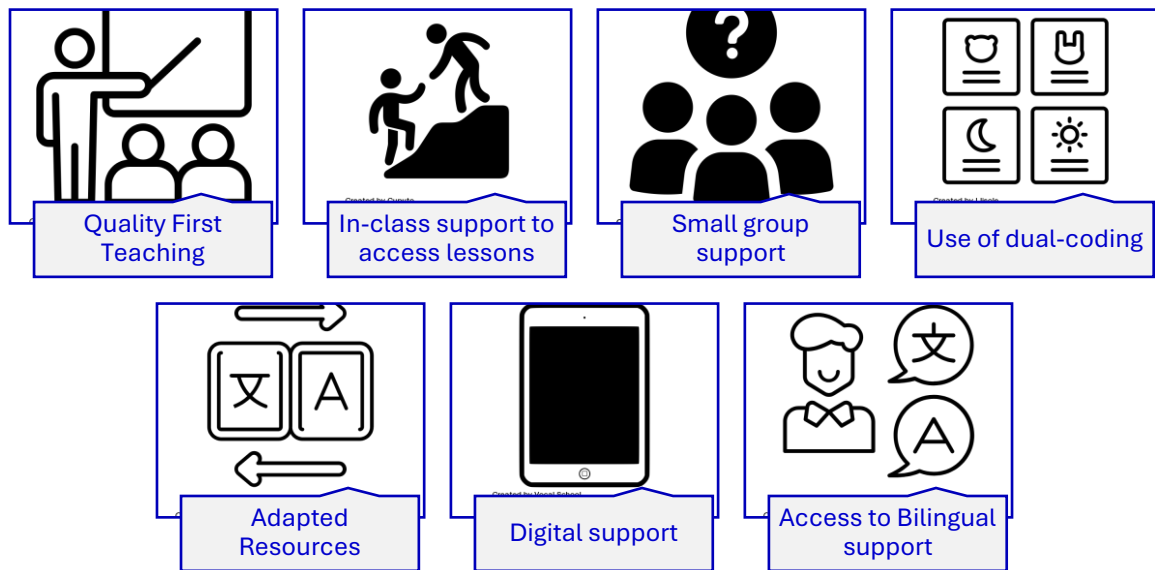
OUR DEFINITION OF EAL

The term “EAL” is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been ‘exposed to a language at home that is known or believed to be other than English’ (Department for Education, 2019).

We recognise that our Abbeyhillians may be at different stages of acquiring English:



OUR KEY STRATEGIES



OUR APPROACH

By joining Abbey Hill, your child or children become Abbeyhillians. This is what we call our pupils. It is part of our school identity. We celebrate and value diversity.

We believe that a child’s home language is a core element of their cultural identity and we want to celebrate the range of languages spoken in the school as well as encourage continuing development in children’s home languages alongside their acquisition of the English language. 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.



Children with EAL are included in our core offer of classroom activities . They access to a broad and balanced curriculum. They either study the Early Years Foundation Stage (0-5) or the National Curriculum (5-11) . Pupils receive appropriate in-class support. There may also be individual and small group support.

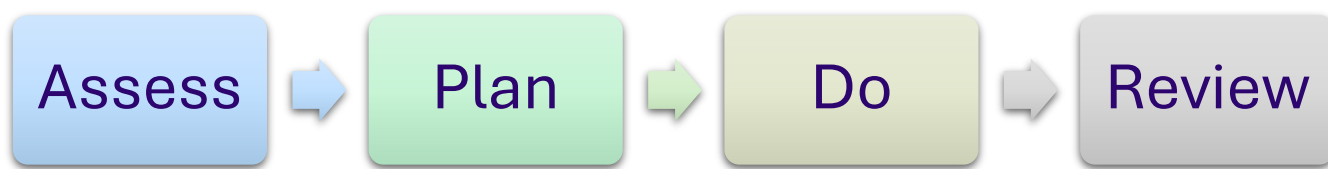
All children are included in all aspects of school life. We celebrate the multicultural diversity of our school community. It is something our children are curious and celebratory of. We listen carefully to pupil voice and take lots of feedback from our pupils.

Children are assessed termly using the Transform Trust chosen assessment methods. Where appropriate, school may make some adaptations to assessments to support pupils. Assessments inform best practice to meet the pedagogical and curriculum needs of all children in order for them to achieve exceptionally well.

Our school uses iPads to enrich our teaching and learning. We recognise the power of these devices. For pupils New to English, iPads form a key part of our provision. We maximise the use of translation opportunities so that pupils can be immersed in their curriculum.

For pupils New to English, additional support is sourced to help pupils acquire the language skills they need to access and excel in the curriculum. We work with families to achieve this and all our aims for your child/children.

GRADUATED RESPONSE



Assess

New arrivals to the school who have English as an additional language (EAL) are assessed in the following areas, after a settling in period:

- Phonics awareness (English)
- Flash Academy Assessment tool based on the Bell Foundation Language Acquisition Bandings.

Plan



Do

Teachers have high expectations of all pupils. They plan work 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.

All classes should utilise dual-coding to help support language acquisition for ALL pupils. Pupils should be supported in their learning by effective adaptations which match learning to cognitive needs.

Progression and guidance documents for each subject, 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.



Review

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 three times a year (Autumn, Spring and Summer assessment points). These assessments are supported by the Bell Foundation Assessment and Flash Academy Assessment.

At Abbey Hill Primary and Nursery 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 Language Proficiency, Environmental Needs and Adaptations and Access to the Curriculum.

ROLES AND RESPONSIBILITIES:

THE HEAD TEACHER, LEADERSHIP TEAM AND THE GOVERNING BODY:

- determine the allocation of resources for children with EAL
- ensure that the provision meets the aims and objectives of the school
- make observations and visits to see provision including that for children with EAL
- monitors attainment of all children, including EAL children

THE SENCO:

- works closely with the Head Teacher and Leadership Team to co-ordinate a whole school approach to the provision of education for pupils with EAL, which develops and adapts the curriculum and pedagogy to ensure all children acquire the knowledge and cultural capital they need to succeed in life
- liaises with the Link Governor for Inclusion
- co-ordinates support for children with EAL to ensure consistent practice
- supports class teachers to ensure differentiation and support for the children with EAL
- maintains own awareness of current developments in teaching and learning of EAL and contribute to the professional development of staff
- liaises with any relevant advisory bodies

ALL STAFF TAKE RESPONSIBILITY FOR:

- the needs of all their children and should be given appropriate help and support in order to provide for children with EAL
- planning and organising tailored and/or scaffolded curricula, activities and resources, which address the needs of children with EAL
- writing and reviewing Class Provision Maps for all interventions, including those for children with EAL or who are New to English
- with the Leadership Team, monitor the impact of quality first teaching and interventions through the pupil progress process, observation and liaison with staff, taking into account pupil outcomes
- working in partnership with parents and families
- identifying pupils with EAL and, in collaboration with the EAL Coordinator and EAL teacher, will ensure that those pupils requiring different or additional support are identified at an early stage.



REVIEWING THE STRATEGY AND POLICY

The EAL Governor will meet at least annually with the EAL Lead and the governor will report annually on the success of the strategy by considering: Attainment Outcomes and Progress, Pupil Voice, Wellbeing and Involvement.

OTHER INFORMATION



The Transform Trust Inclusion Strategy

