THE ROWANS SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Introduction
This policy sets out The Rowan School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards. This policy is applicable to all pupils, including those in the Early Years foundation Stage (EYFS).

The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English.

All children who speak another language at home will be assessed on entry to The Rowan School to see if they need support as an EAL pupil.

Aims
Our aim is for each individual in the school community, regardless of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender, age or ability, to reach their full potential in an inclusive environment where happiness and security are a priority.

We aim:

- To give all pupils the opportunity to overcome any barrier to learning and assessment;
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School;
- To implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum;
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfill their academic potential;
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English;
- To where appropriate, make use of their own knowledge of other languages;
- To encourage and enable parental support in improving children's attainment.

Objectives
Our objectives are:
- To assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL;
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning;
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Additional Language Acquisition:
It takes five years to become fluent in a language. It is understood that it takes two years to master basic language and five to seven years, to become proficient in the complexities of a language.

To become competent multi-lingual speakers, EAL learners require experience of particular skills. EAL Learners require opportunities to build their Basic Interpersonal Communication (BIC) skills. This involves 'chatting' socially with other who may share a common interest such as sport or television programmes. This also includes organisational language such as instructions within the classroom. EAL learners also require opportunities to build their Cognitive/Academic Language Proficiency (CALP). This is where the learner uses language for reflection, evaluation, analysis and so on. This is the higher order thinking encouraged within the classroom. Both are important in the process if additional language acquisition.

Key principles which underpin teacher planning:

- Language develops best when used in purposeful contexts across the curriculum;
- Effective use of language is crucial to the teaching and learning of every subject;
- The language demands of learning tasks need to be identified and planned for, with attention to initial access and to extension;
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored;
- All pupils have entitlement to the School's full curriculum;
- All languages, dialects, accents and cultures are equally valued.

Strategies
In line with The Rowan School's ethos for creating an inclusive curriculum, class strategies are in place to support all learners including those EAL learners. This ethos is underpinned by the following strategies:

- All classrooms are to be socially and intellectually inclusive, valuing cultural differences and enabling a range of individual identities;
- All staff of The Rowan School celebrate the child's mother tongue, recognising that s/he has the potential to become a bilingual adult;
- All staff identify and celebrate the pupil's strengths;
- All staff provide enhanced opportunities for speaking and listening within their curriculum planning;
- All staff and educational visitors invited to the school are effective role models for speaking, writing and reading;
- Lesson differentiation will provide additional verbal support to EAL learners where required; teaching strategies may include opportunities for repetition, alternative phrasing, peer support;
- Multi-sensory learning strategies will support EAL learners to aid understanding and build vocabulary. Strategies may include but are not limited to the use of: visual aids such as posters, objects, non-verbal clues, pictures, demonstrations; opportunities for role-play;
- When engaging with abstract concepts, lesson structures are to progress from concrete tasks to the abstract concepts in order to support EAL learners' understanding;
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for academic success. Support will be necessary beyond the time a child appears orally fluent.

Teachers will support EAL learners to reach their potential in the following ways:

- Having high expectations; enabling EAL pupils to contribute and facilitating them in giving more than one-word answers;
- Monitoring progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives;
- Recognising that EAL pupils need more time to process answers;
- Grouping children to ensure that EAL pupils hear good models of spoken English;
- Using collaborative learning techniques;
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Exposing EAL learners to the English language in different contexts;
- Providing a range of reading materials that highlight the different ways in which English is used;
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding of one language to another;
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Access to the curriculum

We ensure access to the curriculum by:

- differentiating using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT or audio materials and dictionaries; readers and scribes;
- using the home or first language where appropriate/possible.

Special Educational Needs & Disability and Gifted & Talented Pupils

The Rowan School recognises that most EAL pupils needing additional support do not have SEND. However should SEND be identified during assessment, EAL pupils will have equal access to the school's SEND provision. Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

The Rowan School will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangement including first language assessment/support where appropriate.

Monitoring and Review

The children's progress is monitored through:

- Individual tests, class tests, class work in all subjects and reading records.
- Through discussions which can take place in staff meetings, arranged meetings and informal discussions in the staff room.
- Through informal and frequent liaison between the SENCO, Teachers, and Learning Support Assistants.

EAL Register

A register is kept of pupils who have English as an additional language; this is accessible to all staff.

This policy should be read in conjunction with the School's Admission Policy and the SEND Policy.

It is the responsibility of all the teachers at The Rowans School to meet the needs of an EAL pupil and to raise any concerns to the Head, Deputy Head or Learning Enrichment Teacher.

Early Years Foundation Stage
In Kindergarten and Reception classes, the Early Years Foundation Stage helps pupils learning English as an additional language by:

- building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other;
- providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- where possible, providing opportunities for children to hear their home languages as well as English.
- access to dual language texts is provided if appropriate
- EAL learners are encouraged to use their home language within role plays activities;
- EAL are encouraged to share home experiences and language with other children in their class, particularly relating to special occasions and festivals; parents of EAL learners are invited to share home experiences and language with the class;
- Assemblies may occasionally contain singing in a child's home language (e.g. hindi).

EAL and Inclusion
All children in our school follow the full school curriculum. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and take all reasonable steps to achieve this.

EAL pupils will be supported by a Teacher and/or Teaching Assistant in the classroom working with individuals or small groups to model language structures, allow opportunities for talking, read and scribe, and so on, to enable the pupil to complete tasks with understanding.

Wherever possible, we do not withdraw children from the classroom. Where necessary, for those who are functioning at a level behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus.

In this instance the Learning Enrichment Teacher will assess the child concerned and communicate with the child's parents. The child will then be timetabled for individual EAL lessons. The number of lessons depends on the individual child's needs but the maximum is two lessons per week.

An Individual Support Plan (ISP) and Specific, Measurable, Attainable, Relevant and Time Bound targets (SMART targets) are written for those pupils requiring EAL lessons. These are written in collaboration with the pupil's class teacher.

Parents/Carers and the wider community
We provide a welcoming admission process for the induction, assessment and support of new pupils and their families. We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English.

This document will be reviewed annually
Policy Owner: Learning Enrichment Teacher, Curriculum & Assessment Lead
Approved: TR Head
Date of last review: July 2026
Next review: July 2027