

Objectives

- To ensure that all EAL pupils participate in the life of the school and gain access to appropriately planned and prepared curriculum provision.
- To ensure EAL pupils attain and achieve appropriate to their abilities.
- To seek and make use of relevant advice, guidance, support and training.
- To monitor the progress of EAL pupils' acquisition of English and their achievement and attainment across the core curriculum.
- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EAL pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.
- To give EAL pupils the knowledge and skills to use English to understand and produce written texts.

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of EAL pupils' learning, progress and success.

The Inclusion Manager, Mrs Bertram, is also the EAL/EMA coordinator and is responsible for coordinating, monitoring and maintaining an overview of the provision for EAL pupils.

These responsibilities include:

- Being informed by staff of the identification of any EAL pupils.
- Ensuring that EAL pupils are integrated into mainstream classes and have full access to the curriculum.
- Maintaining a register of pupils identified as EAL learners.
- Maintaining the Codeset for EAL learners on a termly basis.
- Attend network meetings and courses provided by the LA and cascade information to relevant staff
- Discuss regularly with the Headteacher and Year Group Teams the progress of EAL learners

Every half term Mrs Bertram leads a 'Learning Languages' assembly when the children share their heritage language and culture.



Supporting EAL Learners

As our children come from a variety of backgrounds and experiences we draw on a range of strategies to support the acquisition of English and access to the national curriculum, including:

- Visual prompts
- Collaborative activities
- Role play, drama, songs, rhymes and stories with repetitive language
- Plan opportunities for speaking and listening including partner talk
- Pre-teach concepts
- Model and promote good listening skills
- Adapting language to meet children's needs
- Teach new vocabulary and language structures
- Visual and word labels for classroom equipment



- Use ICT programmes to promote and consolidate learning
- Create a strong parent school partnership

In the Reception class we organise the curriculum to provide a range of opportunities for all pupils to develop their English skills and adhere to the Statutory Framework of the EYFS to shape and reflect practice within our Early Years setting, including guidance to support EAL learners: https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

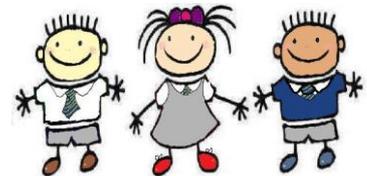
Partnership with parents/carers

At Hadley Wood Primary School, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. Parents/carers of EAL pupils will be afforded the same opportunities to become involved in the education of their child and the school community as all other parents. Where necessary, translators will be provided to facilitate communication between school and parents/carers.

This policy should be read in conjunction with the following school documents:

- Assessment Policy
- Equal Opportunities
- Learning and Teaching Policy
- SEND and Inclusion Policy

Policy written: April 2018
Policy review: June 2020



**Confident
Capable
Caring**



We would like to thank the following parents for their support with co-authoring this report:
Gemma Paramor (Parent Governor), Melena Marneros (Class 2020), and Mrs Bhavsar (Class 2022).