



Identifying and Providing for Pupils with English as an Additional Language (EAL)

Guiding Principles

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

We aim to meet the full range of needs for those children who are learning English as an additional language, in line with the requirements of the 1976 Race Relations Act.

At Hacton Primary School we also have children for whom British Sign Language is their first language and provision for these children is provided by the Provision for Hearing Impaired Children (P-HIC).

It is important that we remember that many children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children and that their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

In making provision for pupils with English as an Additional Language our policy objectives are:

- To improve the speaking and listening, reading, writing and understanding of children for whom English is an additional language.
- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
To ensure that all children's languages cultures and identities are represented and reflected, where necessary, in the wider school environment.

Roles and Responsibilities

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfil the requirements outlined in this policy document.



The Head Teacher has overall responsibility for the day to day management of EAL provision and the Accessibility Plan. S/he will work closely with the school's EAL coordinator (SENDCo) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools.

The EAL/ SEND Co-ordinator will be responsible for:

- Co-ordinating the provision for pupils with English as an Additional Language unless already under the P-HIC.
- Encourage the use of appropriate resources across the school by all staff.
- Support staff in communicating with parents.
- Communicate with the LA should extra support for the child or school be required.
- Maintain a regularly updated EAL register.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described. Appropriate in-service training and support will be made available where necessary.

The Responsible Person: Fiona Burks