



Inspire Partnership Academy Trust

EAL Policy



**WEST
THORNTON**
PRIMARY SCHOOL

English as an Additional Language

The term EAL is used to describe a diverse group of pupils for whom English is an additional language. The government's definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood "and continues to be exposed to this language in the home or the community". Many EAL learners are UK-born.

When an EAL child begins at the school, systems are in place to make the family feel welcome. New children are welcomed to the school beforehand for a meeting and meet with the Attendance Officers and/or Family Support Worker. During the child's first few days and weeks, the new EAL child is buddied up with another child who can speak the child's first language, where we are able to. The school's EAL lead assesses the child in the first week to determine the child's level of English and supports the class teacher to design personalised support.

A range of support is put into place to support EAL learners within the school including:

- Preparing visual support – visual timetables, multilingual instruction mats, word banks, writing frames (EAL Nexus has curriculum-related visual support; you can create visual word banks and frames using software such as Communicate in Print/Widgits).
- Providing an EAL picture dictionary (such as Collins First English Words) and an age-appropriate bilingual dictionary (such as from Mantra Lingua).
- Speaking clearly and slowly, avoiding idiomatic language.
- Sitting the learner next to pupils who are supportive language role models.
- Giving single-step instructions. Repeating the same instructional phase.
- Targeting the learner daily for simple differentiated "Yes/No" questions.
- Planning for, teaching and modelling vocabulary and language structures needed for the task/subject.