



Uplands Junior L.E.A.D. Academy  
A L.E.A.D. Academy

**Address:** Melbourne Road,  
Leicester LE2 0DR

**Telephone:** 0116 253 8407  
[office@uplands-jun.leicester.sch.uk](mailto:office@uplands-jun.leicester.sch.uk)

**A Community that Lives, Learns  
and Laughs Together**

# **EAL Policy**

**Reviewed:** October 2017

## **Introduction**

At Uplands Junior LEAD academy, we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment. Through quality first teaching, we aim to meet the language needs of our learners.

## **Background**

Our pupils come from diverse backgrounds with a wide range of language skills. Uplands Junior LEAD Academy caters for an increasing multilingual community. The school has at present 480 pupils on roll out of which approximately 90% all of whom who are from different ethnic minorities and for many of whom their home language is different from English. The large majority of our children have an Indian heritage. 398 children have English as an additional language. The frequent languages spoken at Uplands Junior LEAD Academy are Gujarati, Somali and Urdu. A proportion of our pupils have arrived from other countries with no or very little understanding of English. A number of these pupils who have come from abroad have attended other schools before attending our school.

Approximately 13 % of our pupils are registered for free school meals. Our pupils are only deprived in the economic sense and most of them come from well-structured families. We are constantly developing the partnership between staff and parents as we understand how important this relationship is to the children's' learning.

## **Our aims**

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.

- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners, using current NASSEA guidelines.
- Provide an inclusive curriculum.
- Promote home languages in the school and classrooms and use these to aid pupils learning.
- Monitor pupils progress regularly against the NASSEA step levels.
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving through the SEN early monitoring process.
- Celebrate pupils' achievements in school as well as in extra-curricular activities through the school reward system.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

### **What is EAL?**

EAL means English as an Additional Language - when a pupil speaks a home language other than English. We aim to cater for all these pupils for whom English is an additional learning need. We are committed to providing appropriate and personalised support for all pupils with EAL. Throughout their time at school, we provide pupils with the necessary means to access the curriculum. We give children the opportunity to improve their fluency in speaking, reading, writing and understanding English.

## **Definitions of an EAL Learner:**

“First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become” DFES Guidance 2007.

Bilingual Learner: - “Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school- it does not necessarily imply fluency in both or all languages” DFES Guidance 2007

Advanced Bilingual Learner: - “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background” DCFS 2009.

## **Planning and teaching for pupils with EAL needs**

Teachers use the NASSEA guidance (available on T drive) to support the needs of bilingual learners in their planning and teaching. In class, pupils are taught to learn using a variety of strategies. Pupils learn independently, as a whole class, in pairs, in groups and through collaborative activities. Children are encouraged to explore a range of learning styles - visual, auditory and kinaesthetic – and resources are prepared to reflect the needs of individuals across each class. Pupils are encouraged to share languages with their peers.

## **Monitoring and Assessment**

The class teacher is responsible for planning and assessing their EAL pupils in class. Through staff training, the EAL Lead will support teachers in using and implementing the revised ‘NASSEA EAL Assessment Framework’ to assess and review children’s progress each term. This process enables teachers to identify underachieving EAL pupils. Teachers and teaching assistants provide additional, targeted support, to ensure that pupils are able to access the curriculum quickly. Appropriate interventions will be used eg: talk partners.

## **EAL role and responsibilities**

The Lead's role is to manage EAL effectively across the school, to develop the quality of provision for EAL pupils and to contribute to raising the educational achievement of pupils with EAL by working collaboratively with teaching and support staff. To achieve the above, the EAL Lead will:

- disseminate information and key messages effectively
- represent and promote the needs of EAL pupils
- advise teachers about the development of EAL strategies, planning and assessment
- actively contribute to the development, implementation, monitoring and evaluation of the EAL policy
- keep up to date regarding EAL 'Good Practice'
- develop and maintain assessment procedures
- audit resources
- prepare and update EAL action plan
- carry out drop in visits, book and planning scrutiny termly.

## Resources

Uplands Junior LEAD Academy is currently updating resources to improve the needs of EAL learners of this school.

Date: Oct 2016