



EAL (English as an Additional Language) Policy

Policy to ensure adequate and appropriate provision is in place for pupils who have newly arrived in England and/or for whom English is a Second Language.

1. Our Commitment

At Balfour Junior Academy, we are committed to equal opportunities for all, regardless of race, Nationality, ethnic or national origin. We continuously endeavour to ensure that all pupils find respect for themselves, their families and their traditions. We respect diversity and acknowledge the first language of our pupils and their families. We encourage the use of their first language, which enables them in their acquisition of English and the development of consequent bi-lingual skills.

2. Aims

It is our aim that pupils who are newly arrived in England and at Balfour Junior School, are made to feel welcome. We will provide help and support to enable them to become familiar with their new surroundings, and learn to make any necessary adjustments. It is our aim that pupils whose main language is not English, are provided with appropriate support to enable them to thrive at school and in the wider community. It is our aim to initially provide as much support as possible through use of the pupils' first language, either by staff and other parents who are able to speak the same language or through the use of translation services.

3. Procedures for the parents and family

On entry to Balfour Junior Academy, the pupil's parents will be invited to come and meet with the EAL Co-ordinator, to complete a form, which will gather important information about the pupil and his educational history. There will also be an opportunity to ask about the family's competence in English, and offer advice, e.g. Lifelong Learning Courses available at Adult Education Centres, throughout Medway Translators will be available, if required. We will discuss ways in which the parents can help their child at home, e.g., Key vocabulary and new EAL (English as an Additional Language) Policy to ensure adequate and appropriate provision is in place for pupils who have newly arrived in England and/or for whom English is a Second Language.

We will discuss ways in which the parents can help their child at home, e.g., Key vocabulary and new phrases could be sent home for the whole family to practice at mealtimes and also suitable television programmes could be suggested.

4. Procedures for the pupil in the classroom

- The emphasis will be on making sure that the pupil feels secure, safe and happy.



- Staff and pupils (if age appropriate) will use pictures and line drawings to support verbal instructions.
- Staff and pupils will try to use some basic phrases in the pupil's first language, particularly crucial phrases such as 'Hello', 'Do you need to go to the toilet?', 'Time for dinner', 'Time to go out to play', 'Draw', 'Write', etc.
- The pupil will be encouraged to write and read in his first language. Dual language books will be made available, if possible.
- Key vocabulary will be taught through the playing of language games in a 1:1 and small group situation.
- Staff will use a picture/symbol timetable to enable easy access to the routines of each day.
- If possible, the pupil will be given opportunities during the day to talk with someone who shares their first language. This will provide a 'haven' of 'normality' for them, in what may otherwise be an 'alien' environment.
- Staff will allow for quiet times when the pupil will want to 'just listen' and 'absorb' the new language in the context of his/her new learning environment.
- Pupils at an early stage of English Language Acquisition are allocated learning support. The class teacher may allocate support alongside the pupil during teaching time, 1:1 or small group support, depending on the task and target(s)
- Peer support is encouraged and utilised most favourably.
- Many of the above strategies are of considerable benefit to all pupils not just those pupils for whom
- English is a second language.

5. Procedures around the school

- The teacher will initiate a 'buddy system' for the EAL pupil. This will involve other pupils escorting the pupil making sure he/she knows where the toilet is, where to go for lunch, where to play, etc.
- The other pupils will be encouraged to include the EAL pupil in their games at playtime.
- 'Welcome' posters and dual language labels and signs will be encouraged in the classrooms and around the school.
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6. Resources

At Balfour Junior we have a wide range of resources to support pupils who require Receptive and Expressive language development. Many of the activities and games used to develop these skills can be used to help develop the learning of English as a Second Language. The EAL pupil can easily be included in a small group of pupils, addressing a range of needs, with good role models as well.

Examples of programmes and games:

- The Language Gap and various games, suggested by the
- Speech and Language Therapy Service.
- Social Communication Skills Pack
- Sound Beginnings.
- Listening Skills – Key Stage 2.



- Easy Learn Phonics.
- Learning Targets for Literacy
- Oxford Junior Workbooks
- Basic English Skills Workbooks
- Easy Learn Writing Sentences.
- All By Myself Readers

We have some of dual language storybooks and picture dictionary CD-ROM for use in school in a variety of different languages.

Reviewed September 2018 by EAL Coordinator Mrs C Constable