



Hardingstone Academy

EAL Admissions Policy

Our Aims at Hardingstone Academy

We aim to provide an inclusive, welcoming environment in which pupils will learn most effectively by:

- Ensuring that all children and their parents/ carers are valued members of the school community by promoting their languages, cultures, and identities throughout our school curriculum.
- Implementing whole school strategies to ensure that EAL pupils access the full curriculum
- Supporting EAL pupils to become confident and fluent in both spoken and written English.
- Providing resources, including dual language texts, which aid learning.
- Planning and teaching lessons using learning styles most appropriate to EAL learners
- Ensuring that the range of teaching methods used by staff in the school encourage the participation of all learners by engaging their interests
- Ensuring that EAL pupils progress through rigorous and regular monitoring, tracking and target setting and supporting pupils who are at risk of under achieving.
- Celebrating pupils' achievements.

Provision and Intervention for new arrivals at Hardingstone Academy

New arrivals may have from little to no understanding of English as an additional language, or they may be fairly fluent within English, depending on how far they are on their 'EAL journey.' Children may be literate within their home language but will require support to acquire fluency in English and to access the school curriculum.

At Hardingstone Academy, we promote inclusion for children with EAL. Within the first few weeks, all teachers will:

- Gain a log-in to an online system called Flash Academy to support English Language Acquisition.
- Welcome new children providing adapted work through bi-lingual texts and resources.
- Assess where they feel the pupil is at in terms of the age-expected curriculum, through observations, schoolwork presented and whole-school assessments.
- Provide a Letter Grade to the child's records to indicate competency levels as a 'best fit'. This is based on guidelines for Census data. These descriptors will be used as a baseline and will be monitored every term until pupils are at age-appropriate NC levels.
- Liaise with parents, EAL Coordinator and members of senior leadership team (SLT) to provide an inclusive support package for the child.

The EAL Coordinator will:

- Provide support for teachers in planning a programme of activities to support pupils in class, meeting with class teachers and support staff to report on findings as required.

EAL pupils are appreciated and supported in different ways including:

- In-class support (Buddy, observation, progress tracking, programme of adapted learning tasks.
- Out of class support with interventions such as extra phonics support and reading support
- Multicultural events within RE and PSHE curriculum.
- Use of Key Visuals in class activities
- 1:1 feedback time with Class teacher.

EAL Admissions

The Attendance and Admissions Manager carries out all the admission procedures for new arrivals.

At Hardington Academy, we feel, to provide the best possible support, that accurate information is vital in helping to support all pupils. Prior to your child starting, we therefore require:

- A most recent copy of their school report
- Both parent/guardian and child to have a tour of the school
- Questionnaire filled in and completed

Parents will receive:

- Admissions pack
- Welcome pack
- Tour of the school, where the child will also be present
- Welcome pack with Questionnaire to complete

All of the information gathered at the admission stage will be shared with the class teacher.

EAL Curriculum

Often, full immersion into mainstream lessons will be the most successful way of encouraging a pupil to pick up English. When this is the case, pupils are closely monitored by class teachers to ensure progress is being made. Teachers must refer to the EAL Coordinator if a child does not appear to be making progress once they have settled. Assessment, additional support and a programme of intervention will follow.

Roles and responsibilities

All staff are responsible for developing the English skills of EAL learners by:

- Ensuring that there are many opportunities for dialogue and that this is used to support writing.
- Building on children's experiences of their first language.
- Modelling correct English by extending sentences and encouraging children to do the same.
- Encouraging children to speak clearly and audibly.

- Striving to develop children's confidence in speaking English and to encourage respect, patience and tolerance from children whose skills are more developed.
- Providing key visual support to scaffold learning.

The class teacher is responsible for ensuring that objectives are met in a way which will ensure pupils are included in whole class sessions and for monitoring pupils' progress in line with school policy.

Senior Leaders (SLT) and The EAL Coordinator will support by:

- Coordinating intervention and support, overseeing assessment, and targeting.
- Encouraging the use of appropriate resources in all areas of the school by all staff.
- Supporting staff in communicating with parents e.g., providing translations and interpreters where needed.
- Tracking progress
- Analysis of data
- Reporting to the Governing Body

The EAL Coordinator is:

Miss Chantelle James

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