

# Burlais Primary School

## School Mission Statement:

"We aim to provide a happy, caring and consistent and inclusive environment where all pupils feel safe, secure and valued to be the best that they can be. We want our children to develop a positive attitude to and lead their own learning whilst enjoying rich learning experiences. We expect pupils to become increasingly independent and confident whilst showing empathy and respect to others and become ethical and informed citizens of our local community, Wales and in the world."

## Purpose

**The United Nations Convention on the Rights of the Child (DRC) is at the heart of our school's planning, policies, practice and ethos. As a rights respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to Article 7 – the right to a name and nationality.**

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

## Definition

EAL learners are from a minority ethnic background and have a first language that is neither English and/or Welsh. This encompasses pupils who are fully bilingual and all those at different stages of English.

EAL pupils may be:

- Newly arrived from a school and country;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the the UK, but in a family where the main language is not English.

## Definition of first language:

The language which a child first learned as a small child, and to which he/she may continue to be exposed to at home in the community.

## Context of the School

Burlais seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning activities through the Areas of Learning and the four core purposes.

At Burlais Primary the total percentage of EAL learners is 19.8%. The pupils speak 27 different languages other than English. Romanian is the main additional language spoken at home by our pupils. The distribution of these languages across year groups reflects the varied linguistic characteristics of our school.

- Malayalam
- Greek
- Swahili
- French
- Ukrainian
- Farsi
- Romanian
- Yoruba
- Twi
- Mandarin
- Urdu
- Russian
- Portuguese
- Arabic
- Tamil
- Thai
- Igbo
- Hindi
- Italian
- Polish
- Spanish
- Bengali
- Burmese/Zapo
- Gujarati
- Sinhala
- Albanian
- Hungarian

## **Aims and Objectives**

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.
- To provide teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress each term in class in order to make decisions about classroom management and curriculum planning.

## **Teaching and Learning**

Children with EAL are entitled to opportunities that are equal to those of our English speaking children. Languages develop best when used in purposeful contexts across the curriculum. Although many children acquire the ability to communicate on a day-day basis in English quite quickly, the language level needed, for academic study is much more detailed, and can require continuing support for up to 10 years. Birlais must provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles. Well planned mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by children with EAL. The bi/multilinguals of our children and staff enriches our school and community.

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- Plan differentiated work if appropriate.
- Set appropriate expectations; encouraging pupils to contribute and give more than one word answers.
- EAL pupils should be placed in mixed ability groups with good role models.
- EAL learners are encouraged to use their first/home language for learning.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.

- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remains appropriately high for EAL learners and is not reduced because the English language demand has been reduced.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Specialist EAL support is available for new arrivals from staff who have received appropriate training and support.
- Any withdrawal or interventions for EAL learners is for a specific purpose, is time limited and linked to the work of the mainstream class.
- Class/subject teachers plan collaboratively with EAL support teachers or teaching assistants.
- Recognise that EAL pupils may need more time to process answers

## **Monitoring and Recording**

The EAL Specialist Teacher (with the support of the class teacher) will maintain up to dates records of the EAL pupils in Burlais Primary School.

EAL pupils, competence in English is categorised on a 5 point scale from A-E

A-New to English

B-Early Acquisition

C-Developing Competence

D-Competent

E-Fluent

A register of EAL pupils (identifying stages) is maintained centrally by the school on SIMMS and is monitored by the EAL Specialist Teacher.

Stages of English are up dated twice a year. They are updated in June and December in SIMMS in readiness for PLASC. Their progress is also tracked using our tracking system and their results analysed alongside their peers.

## **Assessment**

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. The pupil's needs should be identified during the admissions process and initial assessment of the pupil undertaken by the Specialist EAL Teacher. This information is shared with the class teachers. The lessons will then be planned appropriately.

## **Additional Learning Needs and More Able and Talented Pupils**

EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have EAL needs but have skills and knowledge about language similar to monolingual English speaking children

Some EAL pupils may have a special educational need and in such cases, pupils will have access to school SEN provision and will be identified as part of normal assessment procedures.

EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures.

## **Parental/Community Involvement**

At Burlais Primary School we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived learners and their families/carers.
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school.
- Identifying linguistic, cultural and religious background of learners and establish contact with the wider community
- Celebrating and acknowledging the achievements of EAL learners.
- Recognising and encouraging the use of first language for developing positive links between school and home.
- Supporting parents, so they can help their children at home.
- Inviting parents to coffee mornings with 'A Better Welcome to Swansea' to offer advice, support and guidance.

**Review**

The policy was reviewed/updated in January 2025 and will be reviewed in January 2026