



English as an Additional Language (EAL) Policy

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.

This policy applies to all pupils, including those in the early years.

Definition

In defining EAL we have adopted the following definition:

"An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English."

Recognition

Our school 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 opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school environment promotes language development through the rich use of language. The school structure, pastoral care, and overall ethos help EAL pupils integrate into the school whilst valuing diversity. Bilingualism is viewed as a positive and life-enriching asset.

Provision

Provision for learning needs is best expressed in terms of "learning support" – an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL and Higher Achieving Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching the pupils, and supplementary provision.

EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language, we will support language development at home and support children in reaching a good standard in English. Where appropriate, we will assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning.

Classroom teachers and teaching assistants have the responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing EAL pupils within the school setting.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.

In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- School Registration Form (See appendix 1) identifies pupils where English is their second language
- We will assess pupils' ability in English about communication, language, and literacy skills
- We carry out on-going recording of attainment and progress in line with our Assessment Policy
- We offer Termly Tracking to consider the progress of every child in the School
- We keep a register of EAL children to ensure that any specific needs are monitored and each child is supported according to need
- Information from a previous school

EAL Classification Codes

The Department for Education uses the following EAL codes. These are the reference points for pupils on the EAL register.

<u>A</u> <u>New To English</u>	The pupil may: <ul style="list-style-type: none">• Use first language for learning and other purposes.• Remain completely silent in the classroom.• Be copying/repeating some words or phrases.• Understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support
<u>B</u> <u>Early Acquisition</u>	The pupil may: <ul style="list-style-type: none">• Follow day-to-day social communication in English and participate in learning activities with support.• Begin to use spoken English for social purposes.• Understand simple instructions and can follow narrative/accounts with visual support.• Have developed some skills in reading and writing.• Have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum
<u>C</u> <u>Developing Competence</u>	The pupil may: <ul style="list-style-type: none">• Participate in learning activities with increasing independence.• Be able to express self orally in English, but structural inaccuracies are still apparent.• Be able to follow abstract concepts and more complex written English.• Literacy will require ongoing support, particularly for understanding text and writing. Requires ongoing EAL support to access curriculum fully
<u>D</u> <u>Competent</u>	<ul style="list-style-type: none">• Oral English developing well, enabling successful engagement in activities across the curriculum.• Can read and understand a wide variety of texts.• Written English may lack complexity and contain occasional evidence of errors in structure.• Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks
<u>E</u> <u>Fluent</u>	<ul style="list-style-type: none">• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. Operates without EAL support across the curriculum

Special Educational Needs (SEN) and Differentiation

EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have a special educational need and in such cases, pupils will have equal access to school SEN provision, in addition to EAL support.

EAL pupils with special educational need will be identified as part of our assessment procedures. SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

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

Monitoring EAL

Class teacher

- It is the responsibility of the class teacher (with the support of our Inclusion Lead) to maintain up to date records of EAL pupils in their class whilst they are in their care.

Assessment Lead

- The Assessment Lead collates information and arranges baseline assessment for EAL pupils. A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the assessment lead.

Signed Mr D Roberts
Chair of Governors

Signed Mrs B Grehan
Headteacher

Reviewed Date March 2024

Next review March 2026

Appendix

Dear Parents,

In line with our EAL (English as an Additional Language) Policy and Register, we ask all parents for clarification about the languages spoken at home. Please could you indicate below if any additional languages are **regularly** used in the family home.

Child's Name _____ Year Group _____

Languages spoken at home _____

The **main** language spoken at home is:

English: ☐

Other: ☐ Please specify which language _____

Any other information we should know: (e.g. *Grandparents speak another language, child attends a language school etc*)

Parents signature _____ date _____

Please complete and return to school
Thank you