English as an Additional Language Policy (EAL)

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Introduction

This policy states the school's approach towards identification of and meeting the needs of learners who have English as an additional language. This policy applies to all learners (including their parents) and takes into account The Bell Foundation framework for schools which ensure that any EAL learners, who may also have a special educational need or disability (SEND), receive appropriate and effective support. (The-Bell-Foundation EAL-SEND.pdf 2024)

Definition

EAL is defined as: 'a learner whose first language is not English' encompassing learners who are fully bilingual and all those at different stages of learning English.'

EAL learners may be:
- Newly arrived from a foreign country and school.
- 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 UK, but in a family where the main language is not English.
- Seeking asylum or have refugee status.

EAL learners will need varying levels of provision so that they can access all aspects of the curriculum.

We believe that:
- EAL learners learn to speak, read, and write in English through immersion in a broad, rich curriculum.
- The school environment promotes language development through the rich use of language, IT, and visual prompts.
- EAL learners make the best progress within a whole school context, where learners are educated with their peers.
- The school structure, pastoral care, and overall ethos help EAL learners integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life-enriching asset.
- Parents and prospective parents will be provided with the particulars of our EAL provision via reception. This will be available in different languages on request.

Identification and Assessment

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

We will assess learner's use of language through:
- Information from the EHCP.
- Information from parents.
- Information from initial assessments and observations.
- Information from the previous school.

Assessment is undertaken as a partnership between the class teacher, SENDCo, parents, and learners.

Termly assessments of the level of language acquisition will be carried out to ensure that given challenging bespoke targets to accelerate progress are in place. Interventions are personalised, time limited, and are monitored to ensure accelerated progress. In assessment of EAL learners, competence in English is categorised on a five-point scale using the Department for Education's EAL classification codes:

A: New to English: May use first language for learning and other purposes. May remain

completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early Acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing Competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be 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.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a learner who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed: is also available for use where the school has not yet had time to assess proficiency.

On Arrival at School
At the initial meeting/visit to school with the principal, SENCo or a translator will be present. Families will be offered support if required for school uniform. All learners who are EAL will receive:

- A welcome pack in the family's home language, including information needed for school and on local services.
- An induction programme to include:
    - A learning buddy for the learner.
    - A tour of the school.
    - Signs with dual language to be created before the learner joins the class.
    - EAL Support plans (if appropriate) will be created with parents.
    - Baseline assessment.

The class will be told about the learner before their start date and will learn greetings in the learner's home language.

Provision
Learning support encompasses differentiated curriculum planning and resources to enable learners to access the curriculum and make progress in their learning. School resources, including books in the library and equipment in the school, will reflect cultural diversity and be in a variety of home languages.

Teachers have responsibility for ensuring that learners can participate in lessons using the guidance provided in the document 'Supporting learners with acquiring English'.

Monitoring and Recording
It is the responsibility of the class teacher (with the support of the SENCo) to maintain up-to-date records of EAL learners in their class whilst they are in their care. The SENCo collates information and arranges a baseline for EAL learners and maintains a register of EAL learners (identifying stages).

Learners who are Looked After
Unaccompanied Asylum-Seeking Learners (UASC) and those learners from asylum seeking/ refugee families, who are in care, are identified by the designated teacher for looked after learners and provision reflects their linguistic and cultural diversity and additional challenges experienced by the identified learners. Funding allocation also reflects this additional need.

Communication
Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their learners. Where confidential information is being discussed a professional interpreter will be used. This will also apply to multi-agency meetings.

Resources
The NALDIC website https://naldic.org.uk/
The Bell Foundation website https://www.bell-foundation.org.uk/

LINKS WITH OTHER POLICIES
This policy links closely with the following policies:

- Special Educational Needs Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy