



**Spread your wings, learn new things, fly as high as you can.**

# **English as an Additional Language Policy**

**Approval Date:** October 2024  
**Review Date:** October 2026

## **1 Introduction**

- 1.1 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.
- 1.2 This policy applies to all pupils, including those in the early years.

## **2 Definition**

- 2.1 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.'
- 2.2 EAL pupils 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; or
  - Born in the UK, but in a family where the main language is not English.
- 2.3 EAL pupils will need varying levels of provision.

## **3 Recognition**

- 3.1 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.
- 3.2 EAL learners make the best progress within a whole school context, where pupils are educated with their peers.
- 3.3 The school environment promotes language development through the rich use of language.
- 3.4 The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.
- 3.5 Bilingualism is viewed as a positive and life enriching asset.
- 3.6 Parents and prospective parents will be provided with the particulars of our EAL provision.

## **4 Identification and Assessment**

- 4.1 Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.
- 4.2 In assessing the nature and extent of the pupil's grasp of English the following methods may be used:
  - Information from the application form;
  - Information from interviews with parents/carers;
  - Information from initial assessment papers; and/
  - Information from the previous school.
- 4.3 Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Lead, parents/carers and pupil.
- 4.4 In assessment of EAL pupils, competence in English is categorised on a five point scale.

## 5 EAL Classification Codes

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

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

## **6 Provision**

- 6.1 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 these pupils, and supplementary provision.
- 6.2 EAL pupils will be provided with opportunities to make good progress.
- 6.3 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.
- 6.4 Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting. They will be supported by the EAL Lead and have access to software such as Widget In Print and Say Hi! as an additional resource to support language acquisition.
- 6.5 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.

## **7 Monitoring and Recording**

### **7.1 Class teacher**

It is the responsibility of the class teacher (with the support of the EAL Lead) to:

- maintain up to date records of EAL pupils in their class whilst they are in their care.
- make provision for pupils with English as an Additional Language so that they are fully included within mainstream classes and support is put in place to remove language barriers to learning.
- assess EAL pupils (insert how often and using what assessment tool).
- plan effectively for EAL pupils using (insert the book and resources that we use)

### **7.2 EAL Lead**

The EAL Lead:

- Arranges a baseline for EAL pupils using NASSEA Assessment Framework.
- Provides each class teacher with an EAL assessment folder
- Collects EAL assessment folders termly and monitor class teacher assessments.
- Supports class teachers and teaching assistants with ideas and examples of good provision for EAL pupils
- Maintains a register of EAL pupils (identifying stages) and the progress that they make is centrally and monitored this termly.

## **8 Special Educational Needs and Differentiation**

- 8.1 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.
- 8.2 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.
- 8.3 EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy using the CAMEL assessment and supported by the SENDco.

## 9 Communication

- 9.1 Parents and teachers will work together in the best interests of pupils with EAL.
- 9.2 Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place if there is an Individual Education Plan in place where appropriate.
- 9.3 If communication is limited with parent and pupils, using communication apps such as; 'Say Hi!' and 'Google Translate' will be used to minimize this communication barrier.
- 9.4 A record of staff who can speak an additional language has been completed, to help with translation between staff and parents. All staff are aware these adults and have access to this information via. the electronic EAL shared area.
- 9.5 Within in the school environment the use of visual aids via. widgets will be used to help with communication.

## 10 Teaching and Learning

Pupils with English as an Additional Language will have equal access to the national curriculum. EAL pupils will be fully included within the classroom with additional support of varying levels provided as required and will be placed with a partner who is a more competent English speaker to expose them as much as possible to good spoken language and language structures.

The staff will provide:

- Appropriate stimuli for language development- These stimuli could be visual aids, sentence structures, video clips etc.
- Encourage EAL pupils to participate in lessons by providing opportunities for participation in lessons by for example encouraging the children to first talk to a partner about their ideas before sharing them with the rest of the class.
- To consider the use of our own language when teaching in the classroom and endeavour to provide pupils with EAL contextual and visual clues to aid their understanding.
- An awareness that our school culture and environment may differ greatly from the pupil's previous experience of school life
- Be aware that an EAL pupils social language (normally acquired in about two years) may differ greatly from their academic language (which can take up to 7-10 years to reach an equivalency with native speaker levels)
- Plan for and provide specific time or activities for pupils with English as an Additional language at a universal level of provision which may also include targeted and personalised provision as appropriate. The aim of this provision will be to enable pupils with English as an Additional Language to become independent learners.
- Good language role models for social interaction in learning activities and support language development through sensitive and informative feedback on grammatical accuracy, vocabulary and social rules for use.
- Support learning through the use of spoken and written, curriculum specific language models for EAL pupils e.g. writing frames, structured games, question and answer.
- Encourage parents/ carers participation in EAL pupils' learning as we recognise that this is a key element for success.



