EAL POLICY

Written by:	Mrs C Harris	Approved by: Mrs L Flynn
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English as an Additional Language (EAL) Policy

Statutory Guidance

This statutory policy has been reviewed in accordance with the following ISSR guidance: 32(3) The information specified in this sub-paragraph is— (b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

DEFINITION OF EAL

For the purpose of this document English as an Additional Language (EAL) is defined according to The Department of Education: "A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English."

This encompasses pupils who are fully bilingual and all those who are at different stages of learning English. Pupils with EAL may be born in the UK, but in a family where the main language is not solely English. Many of the EAL pupils at the School have been deliberately brought up as bilingual by their parents or count English as their first language whilst being fluent or semi-fluent in another family language.

IDENTIFICATION OF EAL

The School may admit pupils with EAL if they meet the academic standards as set out in the admissions criteria and so will be able, with appropriate support, to benefit from the mainstream curriculum. As part of the School's procedures for registration and census information gathering, parents are asked to identify the family language spoken at home. EAL learners might also be identified as part of the screening process. Once at the School, the SENDco will collate this information and monitor the pupil's progress to ensure that their EAL needs are being met.

AIMS AND OBJECTIVES

The vast majority of pupils at the School who qualify as EAL according to the Department for Education definition will have no language support needs during their time at the School. In our admissions procedures there is a strong emphasis on pupils having strong linguistic competence and a high level of vocabulary, and our ongoing monitoring of all pupils ensures that the majority of EAL pupils are able to access the curriculum and make excellent progress.

Some pupils have particular teaching and learning requirements, because they speak English as an Additional Language. There may, for example, be a disparity between an EAL pupil's ability and their levels of communication (both written and verbal) in English.

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an additional language.
 Our objectives are:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To give all pupils the opportunity to overcome any barrier to learning.
- 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 academic potential.
- To ensure we meet the needs of children for whom English is an additional language. (Race Relations Act 1976)
- To use resources where possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.
- To encourage and enable parental support in improving children's attainment.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate support throughout the school.
- To identify and monitor any EAL children.
- To ensure that all children's languages, cultures and identities are represented and reflected, where necessary, in the wider school environment.

ASSESSMENT

If concerns are raised by a teacher regarding a pupil's level of understanding in oral or written English, this should be discussed with the SENDco. Specific gaps that relate to EAL may be investigated further. This information can then be used to offer additional support, either by the class/subject teacher, the SENDco or by the family themselves.

Further assessment may be used to support the school to build a cohesive picture of the EAL learner, this may include:

- Ongoing teacher assessment.

- Literacy screener to assess identified EAL pupils in reading, writing and speaking.

- Standardised tests such as 'Essential Letters and Sounds' Phase assessments (1-6).

- Reading age test.

- InCAS: These may identify a difficulty with language acquisition.

- Observation of the EAL learner in different contexts: observation during whole class teaching, while working in a group or with their friends will provide valuable information about many aspects of the learner's language use, prior learning and learning styles.

- Discussion with parents can provide information on how they view their child's achievement.

- Discussion with the EAL learner: ask them how they view their previous schooling and their own achievements. Older children can be asked to identify their own strengths and areas for development as learners.

TEACHING AND LEARNING STRATEGIES

Children who speak additional languages and are fluent in English may sometimes need support. During lessons teachers will:

- Ensure classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Recognise the child's mother tongue and boost the child's self-esteem.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- Recognise that EAL pupils may need more time to process answers.
- Use collaborative group activities.
- Display familiar language vocabulary around the classroom.
- Use visual resources to support text.
- Pre-teach subject specific vocabulary and send home vocabulary specific to topics.
- Explicit teaching of grammar and sentence constructions.

SUPPORT

The SENDco is responsible for ensuring that staff are provided with training relating to EAL pupils. This should include information about how to identify an EAL learner, challenges that face EAL pupils and specific advice on how to support these needs. Pupils who receive assistance with EAL are fully integrated into School life; they will be part of a class group and will follow an appropriate timetable. They will be encouraged to take part in co-curricular clubs, societies and activities. All teachers should have an up-to-date list of EAL pupils in their class and information about specific strategies needed to support these pupils in their learning. This will be made available on MS Teams for staff to access.

PROGRESS

The progress of a pupil with EAL (as with all pupils) will be carefully monitored by the School, and their parents informed and consulted if the School has a cause for concern. The SENDco will maintain the EAL intervention list of pupils with EAL and update it accordingly, whilst having an overview of how such pupils progress throughout their School career.