

# **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

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## CONTENTS

Purpose.....	3
Definition .....	3
Recognition .....	3
Identification and Assessment .....	3
EAL Classification Codes .....	4
Provision .....	5
Special Educational Needs and Differentiation .....	6
Communication .....	6
Source of Information.....	6

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

## 1. Purpose

- 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 (EAL).

## 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 suitable to their needs and ability. 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.




## 4. Identification and Assessment



- 4.1. Identification and assessment is carried out with the purpose of providing the most appropriate provision and differentiation for each pupil and identifying the next steps for each child.

- 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/guardians and child;
  - 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 Coordinator, parents/guardians 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 students on the EAL register.

 <p><b>A</b> NEW TO 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 phrase</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> EARLY 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> DEVELOPING 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>

 <b>COMPETENT</b>	<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>
 <b>FLUENT</b>	<p>Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.</p> <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 or More Able Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, pre- teaching, support for those responsible for teaching these pupils, and supplementary provision.
- 6.2. EAL pupils will be provided with opportunities to make good progress linked to their ability.
- 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. Where appropriate and we have the capacity or knowledge, we will assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning. Where possible, the home language will also be used if need be to support learning and understanding across the school.
- 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. Examples include differentiated tasks, direct support, additional resources, topic vocabulary banks or pictures, dictionaries and electronic translation devices.
- 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. Special Educational Needs and Differentiation**

- 7.1. 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.
- 7.2. 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.
- 7.3. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our school SEND Policy.
- 7.4. EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our school Able, Gifted and Talented Policy.

## **8. Communication**

- 8.1. Parents and teachers will work together in the best interests of pupils with EAL.
- 8.2. Parents will meet with teachers regularly to inform them of progress made and discuss strategies in place if there is an Individual Education Plan in place.

## **9. Source of information**

- 9.1. The NALDIC website is the main source of information for all matters connected to EAL provision: <https://naldic.org.uk/>