



EAL Policy

Date
January 2024

Introduction

The purpose of this policy is to outline the school's approach to the 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.' EAL pupils will need varying levels of provision.

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.
- Born in the UK, but in a family where the main language is not 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.
- Parents and prospective parents will be provided with the particulars of our EAL provision.

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:

- Information from the application form
- Information from interviews with parents/guardians
- Information from initial assessment papers
- Information from the previous school.

Whenever possible, assessment is undertaken as a partnership between the class teacher, the EAL Coordinator, parents/guardian and pupils.

In assessment of EAL pupils, competence in English is categorised in the following classification codes.

EAL Classification Codes

The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL register. These are applied in an age appropriate manner.

A New to English

The pupil may 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.

B Early Acquisition

Needs a considerable amount of EAL support. The pupil may 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.

C Developing Competence

Still needs a significant amount of EAL support to access the curriculum. The pupil may participate in learning activities with increasing independence. Be able to express themselves 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.

D Competent

Needs some/occasional EAL support to access complex curriculum material and tasks. Oral English is 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.

E Fluent

Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as a first language.

Provision

At Scott Primary School we believe in an inclusive education for all our learners. All school staff are aware of the linguistic needs of individual EAL children. Staff are fully trained in how to support bilingual pupils and how to plan effectively for pupils who are learning English as a second language. Teachers are aware of some of the difficulties that pupils may face in the early stages of acquiring English and plan accordingly. We know that English is best learnt through the curriculum and all pupils are encouraged to play as full a part as possible in all class activities. All teachers build strategies into their planning to support the language development of EAL pupils and structure lessons appropriately. We focus on speaking and listening and opportunities so that the pupil can use the language in collaborative, nonthreatening context which will enhance progress in all areas of the curriculum. We encourage pupils in the early stages of learning English who are literate to record their work in their mother tongue, transferring to English as they become more proficient. EAL pupils are taught subject specific vocabulary for mathematics, science, history and geography units as well as for other subjects where appropriate. Every child is supported to access the curriculum and reach their full

potential. We aim for all our pupils to be confident speakers and writers of English in all areas of the curriculum.

Mrs Cowley, the EAL Lead, works closely with the class Teachers and Teaching Assistants to support all EAL learners in school. The EAL Lead supports children within the classroom to help them access the curriculum and develop their social skills. Structured intervention is also provided to help develop the pupil's basic interpersonal and communicative skills. All staff have access to dual language resources to support the children's language development and understanding.

Monitoring and Recording

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. This will include the language tracker each child has.

EAL Lead:

Where there is no EAL Lead, the role will be fulfilled by the SENCO. The Lead collates information and arranges a baseline for EAL pupils who arrive at school with English proficiency levels A or B. A register of the EAL pupils (identifying stages) is maintained centrally by the school on SIMS and monitored by the EAL Lead. Children will be assessed using the NASSEA steps as outlined by the Local Authority.

Special Educational Needs

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. Further details can be found in the SEND policy.

Communication

Parents and teachers will work together in the best interests of pupils with EAL. The school is a participant of the Young Interpreters Scheme and will utilise them where appropriate taking into account the content of the conversation. The school is building a 'bank' of translators who will translate mandatory letters for parents, again taking into account the content of the information. Class Dojo is used as a communication tool allowing parents to translate messages and send translated messages back to school.

Equal Opportunities

Scott Primary School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination Act

Scott Primary School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.