English as an Additional Language Policy

> **This policy has been written as guidance for staff, parents or carers and pupils with reference to the following guidance and documents:**
>
> The Equality Act 2010
>
> SEND Code of Practice, September 2014

Aims

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.

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 all have varying levels of English language skills and will need varying levels of provision. EAL pupils may be:

- Newly arrived from a foreign country and school where English has not been spoken;
- Newly arrived from a foreign country and have learnt English as a Second Language or have come from 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.

Approach

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 immersion in an environment and curriculum which is rich in language and culture. EAL pupils are therefore fully integrated into the classroom and are 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 and immersed in the English Language.
- 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 registration form and new pupil questionnaire;
- Information from interviews with parents/guardians;
- Information from any initial assessment carried out by the school; and
- Information from the previous school.

Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil. In assessment of EAL pupils, competence in English is categorised on a five point scale (see Figure 1).

Provision

The EAL Coordinator will ensure that EAL pupil 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. EAL pupils will be provided with opportunities to make good progress.

EAL children in the Early Years will be provided with reasonable steps to learn and play using a combination of English and prompts for familiarity using their home language. We will support language development at home through parent partnership and support children in reaching a

good standard in English. Where appropriate, there may be a need to assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning.

Classroom teachers have a responsibility for ensuring that pupils can participate in classroom activities and lessons and will have an awareness of good practice in providing for EAL pupils within the classroom setting. In some rare circumstances where the additional support at the school is not sufficient and pupils require further help and support to enable them to participate in lessons then pupils may need some tuition to bridge the gap. Parents may need to provide their children with additional tuition for a defined period of time to speed up the process in conjunction with the support provided by the school.

Monitoring and Recording

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL pupils in their class whilst they are in their care.   An Individual Educational Plan (IEP) is maintained for all EAL pupils assessed as having a competency in English at Stage A, B or C. This is reviewed on a termly basis.

EAL Coordinator

The EAL Coordinator collates information and gathers assessment data for all EAL pupils.   A r **Register of EAL Pupils** (identifying stages) is maintained centrally by the school and monitored by the EAL Coordinator on a termly basis.

Special Educational Needs and Differentiation

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.

EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our school SEND Policy. EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures.

EAL Classification Codes

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

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 Needs a **considerable** amount of EAL support.
B EARLY ACQUISITION	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 Still needs a **significant** amount of EAL support to access curriculum.
C DEVELOPING COMPETENCE	The pupil may: Participate in learning activities with increasing independence Be able to express self 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. Requires **ongoing** EAL support to access curriculum fully.
D COMPETENT	Oral English 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 a pupil who uses English as first language. Operates **without** EAL support across the curriculum.

Figure 1. EAL CLassification Codes

Communication with Parents

Parents and teachers will work together in the best interests of pupils with EAL.

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.

Review

This policy will be reviewed every 3 years or sooner or if there is any change in statutory guidance or legislation. See 'Policy Review Schedule'.

Adopted in a meeting at Alamiyah School on 21/07/2017

Signed: H Musa (Headteacher) and S Motara (Chair of Trustees)