



# EAL Policy

for the whole School including EYFS

Policy revised by	SAB, OBU, PSA
Last Review	May 2023
SLT Review Period	3 years
Last SLT Review	July 2023
Next SLT Review Due	July 2026
Governor Review Period	3 years
Governing Committee	Education
Last Governor Review	November 2023
Next Governor Review Date	November 2026

## Contents

1. MISSION.....	3
2. INTRODUCTION .....	3
3. OBJECTIVES .....	3
4. ADMISSIONS .....	3
5. IDENTIFICATION AND ASSESSMENT .....	4
6. PROVISION .....	5
7. ROLES AND RESPONSIBILITIES .....	5
APPENDIX 1 - Language Profile questionnaire.....	6

## 1. MISSION

### 1.1 Beechwood Park:

- Nurtures and promotes the happiness, health, safety and emotional well-being of every child, developing in them confidence and independence
- Engages the intellectual, physical and spiritual potential of every child across a broad range of academic, extra-curricular and pastoral activities and experiences
- Inspires children, inculcating transferable, lifelong skills and values by which to achieve personally and contribute influentially to society

Beechwood Park is committed to nurturing EAL pupils, ensuring that they engage with the curriculum and are inspired to achieve and contribute.

## 2. INTRODUCTION

2.1 This policy details our arrangements to recognise and meet the needs of pupils who are classified as having English as an additional language. **Any pupil who has been exposed to a language at home that is known or believed to be other than English falls into the Department for Education (DfE) definition of having English as an Additional Language (EAL).**

2.2 EAL pupils will need varying levels of provision. Based on each pupil's specific requirements, the *Learning Support Department* will liaise with parents as to the level of support that is required. If, on admission, it is felt that a pupil will require considerable support to access the curriculum, the School will provide at no extra cost up to two hours per week; if further support is required there may be an additional cost by mutual agreement.

2.3 The school structure, pastoral care and overall ethos help EAL children integrate into the school whilst valuing diversity. **Bilingualism is viewed as a positive and life-enriching asset.**

## 3. OBJECTIVES

- To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate;
- To ensure EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;
- To ensure that all school staff are aware of EAL pupils and supported in meeting their needs;
- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts;
- To seek and make use of appropriate advice, guidance, support and training;
- To monitor the progress of our EAL pupils' acquisition of English, of their general achievement and of their attainment in internal and external assessments.

## 4. ADMISSIONS

4.1 We follow the school's normal admissions procedures and also try to collect and record the following additional information (see appendix 1):

- Languages spoken at home/by and to pupil
- Pupil's level of literacy in these languages
- Pupil's educational background

## 5. IDENTIFICATION AND ASSESSMENT

5.1 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
- Information from teaching staff
- EAL Assessment Framework (The Bell Foundation)

5.2 We often use the *Department for Education's* classification codes categorising Competence in English. These are the reference points for students on the EAL register:

Code	Description
<b>A</b> New to English	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
<b>B</b> Early acquisition	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
<b>C</b> Developing competence	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
<b>D</b> Competent	Oral English will be 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
<b>E</b> Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

## 6. PROVISION

6.1 Support is best provided within the classroom wherever possible, as the curriculum offers an ideal platform for language learning. It offers pupils the chance to practise all four language skills of: listening, speaking, reading and writing with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge. We provide a supportive classroom environment which enriches the language content of the lesson, whatever the subject discipline. Language enrichment has been shown to benefit EAL pupils, and all teachers should take on the role of ‘teachers of language’ in the context of their subject and:

- Plan for and provide appropriate stimuli for language development
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons and opportunities for talking - and that talking is used to support writing
- Consider their own language use and be effective role models of speaking, reading and writing
- Be aware that an EAL pupil’s social language (normally acquired in around 2 years) could be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels)
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills
- Provide good language role models for social interaction in learning activities
- Provide spoken and written curriculum-specific language models for EAL pupils e.g. writing frames when necessary
- Provide a secure, but intellectually challenging, learning environment
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc)
- Promote language and study skills and attitudes that enable EAL pupils to become independent learners
- Ensure effective deployment of resources - including TA and GTA support - to maximise outcomes
- Provide additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, key words, use of gesture, etc.
- Provide opportunities for children to develop and use their home language in play and learning, thus supporting language development at home. To maximise this opportunity, there will be close liaison with parents and time spent with individuals on the staff team that speak the language themselves, thus enabling understanding between both languages.

6.2 If following assessment, it is felt that a pupil would benefit from individual support, this will be organised by the *Learning Support Department*.

## 7. ROLES AND RESPONSIBILITIES

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils’ learning and success. The *Learning Support Department* is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school’s work and will:

- Ensure that EAL children are identified, assessed and monitored, when necessary
- Develop, evaluate and refine whole-school EAL Policy on a bi-annual basis
- Liaise with all staff regarding the EAL Policy and provision
- Coordinate provision for EAL children in terms of academic and pastoral support
- Keep the EAL register up to date and ensure relevant information is passed on to school staff
- Guide and support school staff in relation to effective teaching approaches for EAL children
- Provide additional individual or group language support to children when necessary
- Advise about adjustments to entrance assessments.

END



## General language development

In your child's preferred language:

Are they naturally quiet?

Do they make friends easily?

Was their language development as rapid as their siblings, cousins or friends? Is their vocabulary good?

Do you or other people sometimes find it hard to understand what they are saying? E.g. do they sometimes mispronounce words or mix them up? Please explain.

## Proficiency in English

Please provide a comment below about your child's current proficiency/ confidence in English:

Areas of English	Comments
Speaking	
Writing	
Reading	