



EAL Policy

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Introduction

This policy states the school's approach towards identification of and meeting the needs of children who have English as an additional language. This policy applies to all children (including their parents), from our Early Years provision to Y6.

This policy supports the following rights, taken from the United Nations Convention of rights of the child. (UNCRC)

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture, or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 7– All children have the rights to a name that should be officially recognised by the government and a right to a nationality (to belong to one country)

Article 22– All children have the right to a special protection and help if you are a refugee (if you have been forced to leave your home and live in another country)

Article 29 – Every child's education must develop their talents and abilities.

Article 30 – all children have the right to practice their own culture, language, and religion or any you choose.

Definition

EAL is defined as: 'a child whose first language is not English' encompassing children who are fully bilingual and all those at different stages of learning English.'

EAL children 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
- Seeking Asylum or have refugee status

EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

We believe that:

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum

- The school environment promotes language development through the rich use of language, IT and visual prompts
- EAL learners make the best progress within a whole school context, where children are educated with their peers.
- 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.

Identification and Assessment

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil.

We will assess children's use of language through:

- Information from the application form;
- Information from parents/guardians;
- Information from initial assessments and observations
- Information from the previous school.

Assessment is undertaken as a partnership between the class teacher, Inclusion lead or, parents/guardians and pupil.

Termly assessment of level of language acquisition will be carried out to ensure that given challenging bespoke targets to accelerate progress are in place Interventions are personalised, time limited and are monitored to ensure accelerated progress.

In assessment of EAL children, competence in English is categorised on a five-point scale using the Department for Education's EAL classification codes:

A: 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: 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.

C: 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.

D: 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.

E: 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.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

On arrival at Park Primary Academy

At the initial visit to school with the Head of School, families will be supported to complete the application form and apply for pupil premium. They will be supported to obtain uniform and previous schooling will be discussed. Translators will be sourced if needed.

All children who are EAL will receive:

- A learning buddy for the child (someone in the class / someone in school who speaks the child's language where possible)
- A tour of the school.
- The class will be told about the child before their start date and will learn greetings in the child's home language.

Provision

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including books in the library and equipment in the Early Years will reflect cultural diversity and be in a variety of home languages.

Teaching and Learning

Teachers and Teaching Assistants have high expectations of all pupils. We understand that pupils who are learning English as another Language are no exception and that their cognitive ability is in advance of their spoken English.

All our pupils learning EAL have the right to access the National Curriculum and therefore taught lessons that are accessible and purposeful along with their peers in the mainstream classroom. We ensure lessons are planned to develop language skills and use talk as a tool for learning.

Staff consider how best to support the learning needs of a bilingual learner including various learning styles.

- Effective teaching strategies
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified.
- Enhanced opportunities are provided for speaking and listening and use of drama techniques and role play as appropriate.

- Additional visual support is provided e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided e.g. repetition, modelling, peer support.
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Adaptation is provided for language and learning e.g. talk frames, writing frames.
- Using accessible texts and materials that suit both children's ages and levels of learning.
- Ensuring that pupils are engaged through visual and interactive teaching, using the 'I do, We do, You do' method.
- Use of buddy system.
- In grouping, pupils are given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age-appropriate level of English and pupils who speak the same language in the group.
- Use of working walls to support learning of key vocabulary and key concepts.
- Using a range of resources like talk frames, paired activities, writing frames, sentence, structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists.
- Parents of SEND pupils are informed /involved about provision.

The Head of School and class teachers lead work together to ensure that good practice is maintained across the school regarding EAL teaching and Learning.

The Early Years Foundation Stage:

The EYFS teachers follow the approach above and in addition they help EAL children to reach a good standard in English language by:

- Building on children's experiences of language so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing class support, where possible, to extend vocabulary.
- Providing opportunities for children to hear their home languages as well as English.
- Providing opportunities for children to develop and use their home language in play and learning to support their language development at home.

Roles and Responsibilities:

Teachers have the responsibility for ensuring that children can participate in lessons using the guidance provided in the document 'Supporting children with acquiring English'

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential.

The EAL Co-ordinator is responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school's work.

Responsibilities include:

- Liaising with the teaching staff to identify and support pupils learning EAL.
- Support teaching staff in assessing the pupil's level of language where necessary on arrival.
- Managing and auditing resources to ensure effectiveness for class work.
- Monitoring the progress of pupils learning EAL in all aspects of Literacy including speaking and listening, reading and writing; as well as Mathematics.

All staff:

Will develop pupils spoken and written English by:

- Planning and delivering lessons that address the specific needs of EAL pupils/bilingual pupils in their classes.
- Ensuring that vocabulary work covers the technical e.g. language of problem solving as well as the meaning of everyday words.
- Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.
- Ensuring that there are many opportunities for talking and collaborative work to support writing.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

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 children in their class whilst they are in their care. The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

Special Educational Needs

Some EAL children may have a special educational need and, in such cases, children will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

Children who are Looked After

Unaccompanied Asylum-Seeking Children (UASC) and those children from asylum seeking/ refugee families, who are in care, are identified by the designated teacher for looked after children and provision reflects their linguistic and cultural diversity and additional challenges experienced by the identified learners. Funding allocation also reflects this additional need.

Communication

Teachers will meet with parents on a regular basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed a professional interpreter will be used. This will also apply to multi-agency meetings.

Resources

The NALDIC website <https://naldic.org.uk/>

The Bell Foundation website <https://www.bell-foundation.org.uk/>

LINKS WITH OTHER POLICIES

This policy links closely with the following policies:

- Inclusion Policy
- Special Educational Needs Policy
- Children who are Looked After Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Assessment Policy