English as an Additional Language Policy
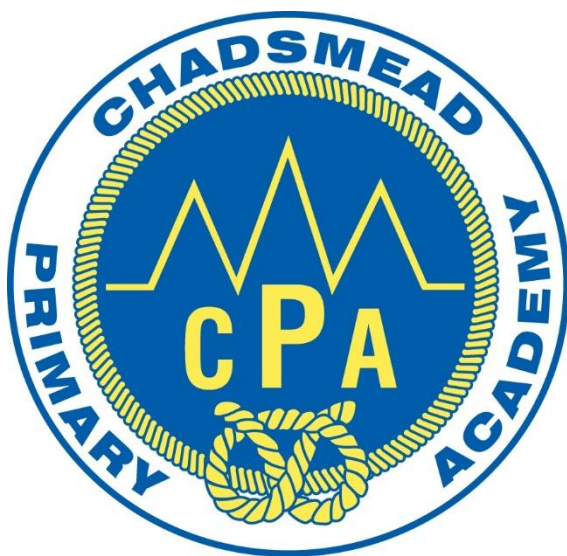
Responsibility for oversight and update of this Policy	SSC
Last updated	July 2025
Policy review cycle	Annually
Next Policy Review date	July 2026
h:// Policies/EAL Policy	

Developing the roots to grow and wings to fly

1. Aims

This policy states the school's approach towards identification of and meeting the needs of children who have English as an additional language (EAL).

2. Definitions

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

A pupil's first language is not English when the pupil:
➢ Has been exposed to a language other than English during early development, and
➢ Continues to be exposed to this language in the home or in the community.

3. Provision

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.

➢ Multilingualism is viewed as a positive and life-enriching asset.

4. Identification and Assessment

Identification and assessment of Children who have EAL is carried out with the purpose of providing the most appropriate provision for each pupil. We 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/nursery

Assessment is undertaken as a partnership between the class teacher, EAL Coordinator and information sought from the above sources. Children requiring language interventions are provided with online access to bespoke support package to enable development of their language acquisition. Termly monitoring of these children in undertaken by the EAL coordinator.

Assessment of EAL children's 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 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.

5. Processes and Procedures

On arrival at Chadsmead Academy the initial meeting/visit to school will enable staff to obtain background information and levels of parental language acquisition on a firsthand basis.

Parents of children with EAL needs can access the school's website in their own language and where necessary can be shown the information they need regarding local support services. Staff in school and the office staff use online translation tools to support communication for families that may need additional support.

Children who are EAL will be included in their class and where possible introduced to other children who share the same language, provided with picture word mats and resources to help their learning in school and at home. Children will be given a class buddy to show them where school amenities are and to ensure they are included in play and break time activities. Children are introduced to the school by a member of staff / buddy throughout their first week so that they know where everything is. Over time, children are introduced to new vocabulary and may be placed on our EAL support programme should we feel this is beneficial to them. Staff encourage children to speak in their own language and share key phrases with their peers. When necessary children use online translation tools in class to aid their learning and understanding.

6. Provision

At Chadsmead, learning takes place through an adaptive curriculum where necessary, ensuring planning and resources are available to enable children to access the curriculum and make progress in their learning. Children are encouraged to share texts in their own language if they wish to. The EAL coordinator support teachers through direction to online resources and scaffolds that may support the development of language acquisition within Quality First Teaching. Teachers have responsibility for ensuring that children can participate in lessons and that they are included in learning.

7. Monitoring and Recording

It is the responsibility of the class teacher along with the EAL Coordinator to maintain up to date records of EAL children's assessments, whilst they are in their care. These are separate to, and different from normal curriculum assessments. The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

8. Special Educational Needs and Disabilities

Some EAL children may have a special educational need in addition to the language acquisition needs. In such cases, children 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 and Local Offer.

9. 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. In such instances the EAL coordinator will seek further up to date advice and support from the local authority virtual school and Minority Ethnic Support Service.

10.   Communication

Parents are encouraged to use the school text service to communicate with teachers. Parents are invited to parent's evening in line with normal school procedures and can contact the office for advice and support at any time. Where confidential information is being discussed an online translation tool is used to enable parents to share information with a senior member of staff. This would also apply at a multi-agency meetings.

11.   Resources

Where possible the school refer to the following website for information to support EAL children in school:
➢   The NALDIC website https://naldic.org.uk/
➢   The Bell Foundation website https://www.bell-foundation.org.uk/

This policy links closely with the following policies:

➢   Anti bullying Policy
➢   Behaviour and Relationship Policy
➢   Special Educational Needs Policy / School Information Report
➢   Looked After Children Policy
➢   Child Protection and Safeguarding Policy