

Title	English as Additional Language (EAL) Policy
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Associated Policies	Teaching and Learning Policy SEND Policy Child Protection Policy
Approved	Ian Pearson, Principal

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1. Introduction

This policy states the school's approach and intention towards the identification of and meeting the needs of children who have English as an additional language (EAL). This policy applies to all children (including their parents), from our Early Years provision to Year 6.

Our core aim is to 'Create learners without limits' and this underpins all that we do, high standards of achievement, behaviour and respect for each other are our benchmark. Our children are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit of achieving our very best every day. Our families, community and teachers work together in partnership to enable our children to achieve the very best they can. We have the highest of expectations for our children.

2. Definition

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

3. Rationale

Victoria Primary Academy is committed to ensuring good provision of teaching and resources for pupils who have English as an additional language and for raising the achievement of minority ethnic pupils. Victoria will identify individual pupil needs, recognise skills they bring to the school and ensure equality of access to the curriculum.

We believe that EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum. Our school environment and curriculum promote rich language development and supports use of digital technology and visual aids. We believe that our EAL learners make the best progress within a whole school context, where educated in the classroom with their peers. Our school safeguarding and pastoral team alongside the Victoria ethos help our EAL children fully integrate in to school life. At Victoria bilingualism is viewed as a positive and life-enriching asset.

4. Aims

- To ensure all children, regardless of ethnicity, have equal access to a broad and balanced curriculum.
- To ensure that individual groups of children at risk of underachieving are targeted and have access to additional support.
- To ensure that pupils, parents and careers from all ethnic minorities feel included within the community of our school.
- To help pupils to use English confidently and competently
- To help pupils to use English as a means of learning across the curriculum.
- To help EAL pupils to make use of their knowledge of other languages.

5. Identification and Assessment

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

Children's language will be assessed through:

- Information provided on school application form
- Information provided by parent/guardians

- Results from initial/baseline academic assessments
- Information given to us from previous schools (where appropriate)
- Profiling tool (adapted from The Bell Foundation)

On completing the assessment each pupil will have a profile which can then be used to develop next steps and support progress moving forward. Children will be assessed at the end of each year and at the class teacher's discretion throughout a school year.

On assessment of EAL children, proficiency in English is categorised on a five-point scale using the Department for Education's EAL classification Codes from New to English to Fluent.

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.

6. Provision

Learning support encompasses an adapted curriculum where appropriate, alongside careful planning and resourcing to support the needs of EAL learners. Victoria has access to a range of resources to support teaching and learning. Teachers hold responsibility to ensure that children are able to participate in lessons with the support of the EAL co-ordinator, curriculum leads and the senior management team. Victoria continuously works to ensure that there are a range of books in our school library that reflect diversity, in a variety of languages.

7. EAL and SEND

Some EAL children may have a special educational need and/or disability and in such cases these children will have equal access SEND provision, in addition to EAL support.

8. EAL and LAC

Some EAL children may be 'looked after' and in such cases these children will have equal access to provision through Northampton Virtual school and the designated teacher lead, in addition to EAL support.

9. Roles and Responsibilities

EAL Co-ordinator

- Maintain a register of EAL pupils in school
- Collate progress data on EAL pupils
- Support class teachers with planning and resourcing
- To provide support and advice for the progress and development of EAL pupils
- To update EAL policy
- To provide staff training where necessary
- To monitor profiling and assessment of EAL pupils
- To keep EAL records up to date
- To consider and work to remove barriers to learning that EAL learners may face at Victoria

Class Teachers

- To plan accessible lessons for EAL pupils
- To provide equal learning opportunities to EAL pupils
- To use the five-point proficiency scale to assess and develop next steps for EAL pupils
- To report progress to parents
- To work alongside EAL Co-ordinator and other leaders to maintain progress of EAL learners
- To provide additional support where an EAL pupil may not be making progress.

Curriculum Leaders

- To plan for EAL pupils within their co-ordinator role
- To consider needs of EAL pupils with their co-ordinator role
- To ensure equal opportunities

Senior Leaders

- Support EAL Co-ordinator in their role
- To collectively monitor progress of EAL pupils
- To consider needs of EAL pupils when making whole school decisions