**A picture containing drawing

Description automatically generated**

**EAL Policy**

**Issued by: Anita Limbachia (Head of School, DSL)**

**Issue Date:** 19/02/2023

**Policy Number:** ED-026v4

|  |  |  |
| --- | --- | --- |
|  | **Last Review** | **Review due** |
| **Executive:** | **25/05/2023** | **25/05/2024** |
| **Governance:** | **19/02/2023** | **19/02/2024** |

**1. Introduction / Mission statement**

In this policy, the term ‘English as an Additional Language’ (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils’ aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

* Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
* Ensure strategies are in place to support pupils with EAL.
* Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

* Provide a welcoming atmosphere for newly arrived pupils with EAL.
* Assess the skills and needs of pupils with EAL.
* Gather accurate information regarding children’s backgrounds, cultures and abilities.
* Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
* Use all available resources to raise the attainment of pupils with EAL.
* Systematically monitor pupils’ progress, and adapt policies and procedures accordingly.
* Ensure all children’s languages, cultures and identities are represented in classrooms and throughout the school.
* Maximise opportunities to model the fluent use of English.
* Ensure pupils with EAL are acknowledged for their skills in their own languages.

**2. Statement of aims and commitment**

As a school we aim to ensure that all pupils with English as an Additional language have access to a broad and balanced curriculum. To achieve this students are provided with support to develop their English language proficiency skills. This purpose of which is to allow for a successful transition, either back to mainstream or to an another alternative provider.

Students home languages should be actively promoted and appreciated.

This language policy should be used to provide guidance for all tutors and staff to support all learners with English as an additional language.

**3. Context**

Provide information about the local context, the history and diversity of language and culture in your Local Authority area.

The Government defines EAL learners as:

*‘A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.’* (DfE Schools, Pupils and their Characteristics July 2020)

Give further information about the specific school context:

|  |  |
| --- | --- |
| * The number of languages spoken in the school | 4 |
| * The number/percentage of pupils who are New to English or in the Early Acquisition stages and require significant support to access the curriculum | 0 |
| The number/percentage of pupils who are Developing Competence in EAL and require on-going support to access the curriculum | 0 |
| The number/percentages of pupils who are Competent or Fluent users of EAL and require some support to access the curriculum | 3 |
| The number/percentage of learners using EAL who qualify for Pupil Premium | 3 |

**4. EAL teaching and learning**

Teacher expectations

Teachers have high expectations of all pupils, regardless of gender, ethnicity, social background or English ability.

Classroom activities will be matched to pupils’ needs and abilities.

Teachers will consider common misconceptions and language barriers, such as reading ‘3 x 3’, where ‘x’ is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils’ literacy:

* Utilisation of the pupil’s first language expertise.
* The provision of writing frames.
* The use of props.
* Word mats and sentence starters provided in both home language and English.

Language skills will be developed through:

* Collaborative activities involving spoken communication.
* Feedback opportunities and conversations.
* Good models provided by peers.

Active participation will be encouraged by:

* Grouping pupils in mixed ability groups to develop language skills.
* ‘Expert’ readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid pupils with EAL.

Visual supports are utilised where possible.

**5.. Planning, monitoring and evaluation for EAL**

Curriculum planning

The content of the curriculum across all subjects areas should be appropriate for learners. The curriculum should reflect the cultural identity of all learners and consideration should be given to make sure everyone is represented.

Targets

EAL Lead will use the Bell Foundation assessment tool to identify targets for all EAL learners. These will then be passed on to tutors to support teaching and learning.

**6. Special Educational Needs and Gifted and Talented Pupils**

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage.

Assessments of SEND of pupils with EAL will involve EAL co-ordinator along with SENCo

Where appropriate, the school will arrange an assessment in the child’s first language.

SEND support will be decided on an individual basis in the manner outlined within the school’s SEND Policy.

The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

**7. Assessment and record keeping**

EAL Lead to use the Bell Foundation assessment tracker to identify targets and next steps for learners.

**8. Resources**

As required by SENCO and EAL lead intervention will be put in place to support English language development. This could be 1:1 support in everyday language.

Essential curriculum documents such as word mats should have dual translations to support understanding.

**9. Parents/carers and the wider community**

Parents and carers will be contacted regularly by EAL lead to discuss the progress of learners. EAL Lead will collaborate with other agencies to ensure reports and letters are translated into home languages.

**10. Key responsibilities and staff development**

**EAL Lead**

The teacher responsible for pupils with EAL is **Sarah Hayes**. Their responsibilities include:

* Coordinating the efficient timetabling of pupils with EAL.
* Overseeing the assessment and targeting of children with EAL.
* Ensuring the procurement and appropriate use of resources to support pupils with EAL.
* Aiding staff in effective communication with parents and finding translators where appropriate.
* Exploring various possibilities to ensure important information is shared with parents.

**The role of school staff members**

All staff members have a responsibility to ensure the development of pupils with EAL. They will meet this responsibility by:

* Ensuring all written work includes the technical requirements of language as well as the meaning.
* Providing a good model of spoken English.
* Where possible, using a variety of types of text to explore their subject and through the varied use of English.
* Ensuring the inclusion of pupils with EAL in their classrooms.
* Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.

# 11. Monitoring and review

The Head of School, together with the teacher responsible for EAL will review this policy **annually**. Updates will be made to reflect the school cohort.