



English as an Additional Language Policy 2023-24



At Two Mile Ash School, high standards of achievement, behaviour and respect for each other, underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.

English as an Additional Language (EAL) Policy

The EAL coordinator is Sally Scriven (Head of Inclusion)

1 Introduction

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

2 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

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

3 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.
- Parents and prospective parents will be provided with the particulars of our EAL provision via our parent information leaflet. This will be available in different languages.

Assessment of EAL pupils

4 Identification and Assessment

Identification and assessment is 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, Head of Inclusion, parents/carers 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 Bell Foundation EAL Assessment Framework.

New to English

Pupils in the English education system who are New to English will progress at very different rates according to their educational background and the effectiveness of the support they receive. New to English learners can be described as working at band A. As a general rule, New to English learners tend to be in their first two years of learning.

Learners who are New to English (working at band A):

- Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings.
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English.
- Demonstrate competence in managing basic, simple and isolated phrases
- Learners working at band A will require considerable support to access curriculum content.

Early Acquisition

Pupils in the English education system who are in the Early Acquisition stage of learning can be described as working at band B. As with New to English learners, those at the Early Acquisition stage tend to be in their first two years of learning.

Learners who are at the Early Acquisition stage (working at band B):

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations
- Learners working at band B will still need a significant amount of EAL support to access the curriculum.

During the **New to English and Early Acquisition stages**, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

Developing Competence

Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years. These learners can be described as working at band C.

At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Learners who are at the Developing Competence stage (working at band C):

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts

Learners working at band C will require on-going EAL support to access the curriculum fully.

At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.

Competent

Pupils in the English education system who are Competent users of EAL would be described as working at band D.

Learners who are at the Competent stage (working at band D):

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar

Fluent

Pupils in the English education system who are Fluent users of EAL would be described as working at band E.

Learners who are at the Fluent stage (working at band E)

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

At the **Competent and Fluent stages**, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts. Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks.

Assessment of EAL with SEND

To identify whether a child is EAL or SEND, it's important to consider the following:

1. Language Background: If a child speaks a language other than English at home and has limited exposure to English, they may be EAL.
2. Assessment of English language skills: If the child has been assessed and their English language skills are lower than expected for their age, they may be EAL.
3. Learning difficulties: If the child has difficulty with learning or processing information in areas such as reading, writing, maths, attention, or memory.
4. Previous educational experiences: If the child has had limited or interrupted schooling, they may require additional support to catch up with their peers, which may be an indicator of

It's important to note that a child can be both EAL and have SEND, and in such cases, they will require support to address both areas of need. Therefore, it's essential to consider a range of factors. As stated previously, assessment is undertaken as a partnership between the class teacher, Head of Inclusion, parents/carers 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. In addition to this, our panel process for SEND (outlined in our SEND information Report) is also used to distinguish between SEND need and EAL.

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

7 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).

8 Special Educational Needs and Differentiation

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.

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. Funding allocation also reflects this additional need.

10 Safeguarding

Ensuring the safety and wellbeing of EAL students is an essential part of the safeguarding process in schools. Effective communication, cultural awareness, access to information, pastoral support and liaising with external agencies are all key factors in ensuring that EAL pupils are safe and supported in the school environment.

Version:	
V1 – Wednesday 22 nd March 2023	
V2 – Wednesday 6th September	
2023	
Approval: This policy was ratified by the PATH Local Governing Body.	Next Review on or before: September 2024 This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key

changes and proposals within curriculum currently occurring)
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