



English as an Additional Language (EAL) Policy

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Signed: Mr John Clarke (Chairman of the Board)

Abercorn EAL Ethos

At Abercorn, we aim to give all pupils the opportunity to overcome any barrier to learning and provide a fully inclusive and supportive curriculum; supporting all children with multilingual abilities.

The term EAL (**English as an additional language**) is used when referring to pupils whose main language at home is a language other than English and not to be confused with SEN (Special Educational Needs).

This policy sets out the school's aims, objectives and strategies put in place to ensure all needs of the EAL pupils are met through a network of holistic school-wide strategies and delivered through bespoke EAL lessons.

The aim of this policy is also to ensure that we meet all the needs of those children who are learning English as an additional language, in line with the Equality Act 2010.

1 Introduction

- 1.1 In Abercorn, all of our pupils are important. This applies to all aspects of their education – their learning, their achievements, their attitudes and their well-being. We pride ourselves in our inclusivity and encourage all our children to aim for the highest possible standards. We ensure we fully understand each child and tailor lessons to suit their individual needs.
- 1.2 Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- 1.3 Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

2 Aims and objectives

- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages;
- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School;
- To equip teachers with the knowledge, skills and resources to be able to support and monitor students with EAL;
- To monitor students' progress each term in Prep and Pre-Prep department progress meetings in order to make decisions about classroom management and curriculum planning;

- Classrooms are arranged to be socially and culturally inclusive;

3. EAL and Inclusion

3.1 In Abercorn, we value each child as a unique individual. We will strive to meet the needs of all our pupils and to ensure that we meet all statutory requirements related to inclusion. We aim to:

- Ensure classrooms are arranged to be socially and culturally inclusive;
- Promote equality of opportunity for all learners for whom English is an additional language;
- Welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School;
- Promote the belief that languages are skills for life, not merely a means to an academic end;
- Implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum and are fully integrated into school life both socially and academically.

4 Teaching and learning style

4.1 In Abercorn, teachers use various methods to help children who are learning English as an additional language to ensure lessons are differentiated, inclusive and tailored to the individual educational needs.

4.1.1 Developing Productive skills: Speaking and Writing

- Ensuring that vocabulary work covers the technical as well as the everyday meanings;
- Pre-teaching of topic vocabulary;
- Using vocabulary, regularly in context;
- Repetition;
- Scaffolding in the classroom;
- Visual resources;
- Guided talk; giving them appropriate opportunities for talking, and using talking to support writing (talk for writing);
- Encouraging pupils to relate one language to another;
- The correct pronunciation, intonation and articulation are modeled, • Encourage freer communication.

4.1.2 Developing Receptive Skills: Reading and Listening

- Ensuring relevant texts and listening materials are provided;
- Matching texts to the reading level of the child;
- Ensuring realistic and relevant texts are provided (relevant to age and level)

- Providing word banks and other differentiated reading resources,
- Where necessary, providing support through ICT, video and audio materials, dictionaries and translators;
- Using their home or first language where appropriate.

5. EAL in the Early Years

In the EYFS, we provide opportunities for children to develop their English academically and socially; encouraging full immersion into school life. We ensure every child is fully supported, allowing them to take part in activities with their peers or independently.

5.1 The Early Years Foundation Stage helps children learning English as an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- Providing opportunities for children to hear their home languages, as well as English;
- Providing a variety of writing in the children's home languages, as well as in English.
- Providing small, tailored group lessons
- Encouraging staff to learn vocabulary from the child's L1 to decrease any stress caused by an inability to communicate fully.
- Provide in-class support by teacher and assistants
- Where necessary, provide out of class support with an EAL teacher

6 Assessment and Level Classifications

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil. As set out by the DfE, provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills and should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

To gather information and assess the nature and extent of a pupil's level of English the following methods may be used:

- Information from the application form;
- Information from interviews with parents/guardians;
- Information from our initial school assessment; and information from the previous school;
- Initial assessment with an EAL specialist.

On entry, baseline assessments are undertaken as a partnership between the class teacher, Head of Learning Support, EAL team, parents/guardians and pupils.

In our assessments, competence in English is categorised on a five-point scale using the EAL Assessment framework for schools using the classifications set out by the Department for Education. The classifications are as follows:

Code/Level	Description
A: New to English	<p>The pupil may:</p> <ul style="list-style-type: none"> · Use their first language for learning and other purposes. · Remain completely silent in the classroom. · Be copying/repeating some words or phrases. · Understand some everyday expressions in English but may have minimal or no literacy in English. <p>Needs a considerable amount of EAL support.</p>
B: Early acquisition	<p>The pupil may:</p> <ul style="list-style-type: none"> · Follow day-to-day social communication in English and participate in learning activities with support. · Begin to use spoken English for social purposes. · Understand simple instructions and can follow narrative/accounts with visual support. · Have developed some skills in reading and writing. · Have become familiar with some subject specific vocabulary. <p>Still needs a significant amount of EAL support to access the curriculum.</p>

<p>C: Developing Competence</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> · Participate in learning activities with increasing independence. · Be able to express self orally in English, but structural inaccuracies are still apparent. · Be able to follow abstract concepts and more complex written English. · Literacy will require ongoing support, particularly for understanding text and writing. <p>Requires ongoing EAL support to access curriculum fully</p>
<p>D: Competent</p>	<ul style="list-style-type: none"> · Oral English 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. <p>Needs some/occasional EAL support to access complex curriculum material and tasks</p>
<p>E: Fluent</p>	<ul style="list-style-type: none"> · Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as a first language. <p>Operates without EAL support across the curriculum.</p>

Once a baseline assessment has been carried out and any documents from previous settings analysed:

- A Learner Profile will be established by the Head of Learning Support/EAL team and communicated to the class teacher
- All EAL pupils will be offered in-class support and small group support where necessary, ● Progress will be reviewed, assessed and tracked,

- Pupils who are assessed as having competency in English at Level A, B or C (as above) will be placed on an **EAL learning plan** containing their level and any areas which need to be focussed on during group or 1:1 lessons.

Extra EAL lessons from Year 2 onwards will be charged.

7. Focused Support Lessons Year 2 onwards (Charged)

Focused support lessons from Year 2 onwards will be charged. These lessons may be delivered in a 1 to 1 situation or as a small group; where levels of competence in English are similar, with a maximum of 4 pupils in a group.

Lesson timings will be arranged by the class teacher and EAL Team to ensure best timings for pupils to come out of class for lessons. Home Learning may be provided to consolidate learning in the lessons.

Children will be assessed half termly. Parents will be notified if their child no longer requires extra tuition and therefore not asked to pay for the following term.

In the case that any paid lesson cannot go ahead, the EAL teacher will arrange for the lesson to be made up at a different time.

The following table shows additional support options that may be recommended and all relevant charges. The frequency and intensity of lessons will be discussed on entry to the school and termly as progress is made.

CODE	Support Lesson Additional Support from Year 2	Charge
A: New to English	30 minutes lesson 1 to 1 30 minutes group lesson 60 minutes lessons are available for Year 5 upwards at the cost of £78	£39 per individual half-hour lesson £39 per group lesson divided by the number of pupils in the group (up to 4) <ul style="list-style-type: none"> ● <i>4 children in a group meeting for half an hour twice a week will be charged – $37/4*2*10 = £195$ per term for 10 weeks</i> ● <i>2 children in a group meeting for half an hour twice a week will be charged – $37/2*2*10 = £390$ per term for 10 weeks</i> ● <i>1 child have 1:1 lessons twice a week will be charged – $39*2*10 = £780$ per term for 10 weeks</i>
B: Early acquisition	As above	As above
C:Developing Competence	Small charged group lessons are recommended. Frequency to be reviewed with the EAL team, class teacher, parents and pupils.	£39 per half-hour group lesson divided by the number of pupils in the group (up to 4) £78 per hour group lesson divided by the number of pupils in the group
D: Competent	In-class Support and small group work	No charge

8. Assessment for Learning: How will we determine progress?

The statutory assessment arrangements of the National Curriculum allow the school to make special arrangements for children who are learning English as an additional language.

Our EAL Assessment Framework will be used to assess, track and chart pupils' progress.

Assessments will inform targets and the next steps in learning.

Assessment descriptors and targets will be organised in four strands of language knowledge and use

- Listening ● Speaking
- Reading and Viewing
- Writing

Policy reviewed by Tracey Martin (head of learning support), June 2021