ACET			
English as an Additional Language (EAL) Policy			
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1.0	May 2023	New Policy	

Introduction

This policy states the approach towards identification of and meeting the needs of pupils who have English as an additional language. The policy applies to all pupils (including their parents) from Early Years provision to Y6.

Purpose of this policy

- To promote equality of opportunity for all learners for whom English is an additional language.
- To ensure delivery of a broad and balanced curriculum which reflects the needs of pupils for whom English is an additional language.
- To ensure all EAL pupils reach their full potential.

Defining EAL

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.

EAL pupils 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 England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English;
- Seeking Asylum or have refugee status.

We believe that

- EAL pupils should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities;
- The school environment, both in and outside the classroom, should promote language development;
- The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a western culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

On arrival at the Academy

At the initial meeting/visit to school with the Principal (in Junior Academies)/Delegated member of staff (in senior academies), information regarding the parents' first language, and that of the child, will be collected and recorded on SIMS. Families will be offered support if required for school uniform.

All pupils who are EAL will receive:

- A welcome pack in the family's home language, including information needed for school and it may include information on local services such as children centres, housing, general well-being, free dental and medical care etc.
- An induction programme to include:

- ✓ A member of support staff who will be identified as the key person for the EAL pupil and will initially spend some time with them to gain their trust and develop a relationship.
- ✓ A learning buddy for the pupil - (someone in their class who can support them around the academy).
- ✓ If possible, a buddy who speaks the same first language to offer support and friendship during break times.
- ✓ A tour of the school.
- ✓ Signs with dual language using Communicate in Print which will be created before the pupil joins the class.
- ✓ Baseline assessment

The class will be told about the pupil before their start date and will learn greetings in the pupil's first language. If an EAL pupil is struggling with adjustment to an English classroom, gradual integration may be necessary - the pupil will initially work outside of the classroom with their key person to gain confidence and will build up to learning within the classroom over time.

Levels of Proficiency Assessment

Understanding language is the most important factor in being able to access learning. It is imperative that staff have a good understanding of a child's receptive language in order to understand whether or not they will be able to follow instructions and explanations, as well as being able to communicate with others in day-to-day life.

Within the first week of arrival, pupils/students identified as EAL will either be assessed for their level of proficiency with the English language in accordance with DfE guidance if this is their first English school or gain their level of proficiency from previous setting/school (see appendix 1). For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below. The five proficiency bands A-E used in the assessment framework are based in the DfE proficiency in English scales. Termly assessment of level of language acquisition will be carried out to ensure that challenging bespoke targets are in place to accelerate progress.

A	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words and phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
B	Early Acquisition	May follow everyday 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 requires 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 materials and tasks.
E	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as a first language. Operates without EAL support across the curriculum.

Provision

Teachers have responsibility for ensuring that all pupils can participate in lessons. Learning support encompasses differentiated curriculum, planning and resources to enable all pupils 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 will identify language development for EAL pupils/students on medium term / weekly planning documents.

Where an EAL pupil has a level of proficiency A-C, an EAL intervention will take place. This is where the pupil learns basic spoken English language following a bespoke intervention and is additional to learning within the classroom. Further interventions around language acquisition may be used alongside the EAL intervention dependent on the pupil. Interventions are personalised, time limited and are monitored to ensure accelerated progress.

Initial EAL Assessment

Where an EAL pupil has a proficiency level A-C, an initial EAL assessment is undertaken within the first half-term of arrival. This is a bespoke New Arrivals assessments, which is set out to gain as much information about the pupil as possible and includes the EAL Lead, EAL pupil and their parents, alongside an interpreter. Across the Trust, there are trained individuals who can support with implementing this assessment. The outcome of this assessment is shared with class teachers.

Monitoring and Recording

It is the responsibility of the class teacher (with the support of the EAL Lead) to maintain up to date records of EAL pupils in their class whilst they are in their care. The EAL Lead collates information and arranges a baseline for EAL pupils and maintains a register of EAL pupils (identifying stages).

Special Educational Needs and Differentiation

Some EAL pupils may have a special educational need and in such cases pupils will have equal access to school SEND provision, in addition to EAL support. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

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.

Communication

Teachers will meet with parents on a termly basis, in line with academy policy, to inform them of progress made and discuss strategies in place and how parents/carers can support their child. Various IT programmes can be used to support communication, e.g. Google Translate. Where confidential information is being discussed, a professional interpreter will be used. This will also apply to multi-agency meetings.

Appendix 1: English as an Additional Language: New pupil

New to country pupil arrives at the academy

EAL pupil, who has previously attended at another English School, arrives at the academy

Assess levels of proficiency

Contact previous school for levels of proficiency

Complete Levels of Proficiency grids, ACET Phonics Assessment.
Implement buddy system

Within the first week

Level of Proficiency
A - C

Level of Proficiency
D - E

Implement EAL Intervention

Follow normal Academy induction procedure

Complete Initial EAL Assessment.

Share report with Class Teacher

Within the first half-term

Complete VIP Assessment.

Check progress in line with Academy assessment policy

Update levels of proficiency grids termly.