



English as an Additional Language (EAL) Policy

Author/Person Responsible	Gemma Fricker
Date of Policy	September 2023
Review Group	Curriculum Committee
Review Frequency	Every three years
Review Date	
Previous Review Amendments/Notes	Non-Statutory Policy
Related Policies	Special Educational Needs Policy • Looked After Children Policy • Equalities Policy • Safeguarding Policy • Behaviour Policy • Anti-Bullying Policy •
Equality Impact Assessment- Have any adverse impacts been identified under the Equalities Plan? (nb – if answered ‘yes’ please attach a Full Impact Assessment)	
Is there an impact on the Governor Handbook? (if ‘yes’ please inform Clerk)	No

EAL Lead: Gemma Fricker
 EAL specialist TA: Abi White

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.

This policy applies to all children (including their parents), from our Early Years provision to Y2. EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

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

Children's EAL status will be recorded through the school's MIS system by the office administrator

3. We believe that

- As with all language development, 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.

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.

Once the child has settled into school, assessment is undertaken as a partnership between the class teacher, EAL Teaching Assistant, parents/carers and pupil. Where a pupil's competence in understanding and speaking English is deemed to be a barrier to them accessing the curriculum, an intervention plan to accelerate progress will be set. This may involve

engagement in a group intervention led by a specialist TA (NELi or Racing into English) or 1-1 vocabulary building sessions

For children who require additional language intervention, assessment of level of language acquisition will be carried out 3 times a year to monitor progress and the impact of the intervention.

Formative assessment will take place through observations by adults in class as well as the TA supporting interventions. Pupils in Reception will receive language assessment via the NELI program. In KS1 The Bell Foundation EAL proficiency tracker will be used to make a summative judgment about the pupil's competence in understanding and spoken English.

5. Induction

On accepting a place at Henleaze Infant School, there will be an initial welcome meeting/visit to school (including a tour of the school) with the Headteacher, or Assistant Headteacher. If required, a translator will be present.

Families will be offered support if required for school uniform and equipment. All children who are EAL will receive:

Before induction, families will be offered a meeting with the EAL TA to share any information they feel will support their child. Parents will be asked to translate some key phrases to ensure the child can communicate basic needs and emotions. A 'school routines' leaflet in the family's home language will be shared including information needed for school.

Class teachers will support transition by nominating a peer in the class to be a buddy for the child (preferably someone in the class / someone in school who speaks the child's language)

- Signs with dual language and visual cues will be created before the child joins the class

The class will be told about the child before their start date and will learn greetings in the child's home language.

Teachers will support access to the curriculum by ensuring planning encompasses differentiated objectives and resources.

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'

6. Monitoring and Recording

It is the responsibility of the class teacher (with the support of the EAL TA) to maintain up to date records of EAL children in their class whilst they are in their care. The EAL TA collates information and arranges assessments for EAL children. Assessment and progress information is reported to the Headteacher by the EAL TA as well as by class teachers during Pupil progress meetings. The Headteacher maintains a register of EAL children and tracks progress of the EAL cohort in the school.

7. 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.

10 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 (Gemma Fricker) 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.

8. Communication

Teachers will meet with parents at least 3 times per year to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed a professional interpreter will be used. This will also apply to multi-agency meetings.

[Interpreter directory](#)

9. Resources

School visuals for induction:

https://drive.google.com/file/d/10DKkEGrY1RUQB1KKrLHkxZmWOXBoKEqP/view?usp=drive_link

https://docs.google.com/document/d/1hn7kuoMYCWpqMHATgLDN5Stz7vZy7Ak7/edit?usp=drive_link&oid=114517581899529149653&rtpof=true&sd=true

[Teacher checklist for new arrivals](#)

The Bell Foundation website <https://www.bell-foundation.org.uk/>

[The Bell Foundation proficiency tracker](#)

The NALDIC website <https://naldic.org.uk/>

[Racing into English](#)

10. LINKS WITH OTHER POLICIES

This policy links closely with the following policies:

Special Educational Needs Policy • Looked After Children Policy • Equalities Policy • Safeguarding Policy • Behaviour Policy • Anti-Bullying Policy •