COGNITA

DOWNSEND
PRE-PREP SCHOOL
Ashtead

English as an Additional Language (EAL) Policy

(Whole School, including Early Years)

September 2018

1 Introduction

1.1 The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.

1.2 This policy applies to all pupils, including those in the early years.

2 Definition

2.1 In defining EAL we have adopted the following definition:
'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.'

2.2 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 the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

2.3 EAL pupils will need varying levels of provision.

3 Recognition

3.1 Our school seeks to ensure that all pupils are enabled to have 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 all learning opportunities.

3.2 EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

3.3 The school environment promotes language development through the rich use of language.

3.4 The school structure, pastoral care and overall ethos help EAL pupils integrate into the school whilst valuing diversity.

3.5 Bilingualism is viewed as a positive and life enriching asset.

3.6 Parents and prospective parents will be provided with the particulars of our EAL provision.

4 Identification and Assessment

4.1 Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil.

4.2 In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Information from the application form;
- Information from interviews with parents/guardians;
- Information from initial assessment papers; and/
- Information from the previous school.

4.3 Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.

4.4 In assessment of EAL pupils, competence in English is categorised on a five point scale.

5 EAL Classification Codes

5.1 The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL register.

A NEW TO ENGLISH	The pupil may: • Use 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. **Needs a considerable amount of EAL support**
B EARLY ACQUISITION	The pupil may: • 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. **Still needs a significant amount of EAL support to access curriculum**
C DEVELOPING COMPETENCE	The pupil may: • 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. **Requires ongoing EAL support to access curriculum fully**
D COMPETENT	• 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. **Needs some/occasional EAL support to access complex curriculum material and tasks**
E FLUENT	• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. **Operates without EAL support across the curriculum.**

6 Provision

6.1 Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL and Higher Achieving Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

6.2 EAL pupils will be provided with opportunities to make good progress.

6.3 EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language, we will support language development at home and support children in reaching a good standard in English. Where appropriate, we will assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning.

6.4 Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.

6.5 Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

7 Monitoring and Recording

7.1 Class teacher

- It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL pupils in their class whilst they are in their care.
- An Individual Educational Plan (IEP) is maintained for all EAL pupils assessed as having a competency in English at Stage A, B or C. This is reviewed on a termly basis.

7.2 EAL Coordinator

- Where there is no specific EAL Coordinator, this role is fulfilled by the SENCO.
- The EAL Coordinator collates information and arranges a baseline for EAL pupils.
- A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the EAL Coordinator.

8 Special Educational Needs and Differentiation

8.1 EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs, but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

8.2 Some EAL pupils may have a special educational need and in such cases pupils will have equal access to school SEN provision, in addition to EAL support.

8.3 EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

8.4 EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our Able, Gifted and Talented Policy.

9 Communication

9.1 Parents and teachers will work together in the best interests of pupils with EAL.

9.2 Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place if there is an Individual Education Plan in place.

10 Source of Information

10.1 The NALDIC website is the main source of information for all matters connected to EAL provision: https://naldic.org.uk/

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Robin Davies, ADE
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