Physis Heathgates Academy

English as an Additional Language (EAL) Policy

Contents	Page(s)
1. Legislation and guidance	2
2. Definition	2
3. Aims	2-3
4. Roles and responsibilities	3
5. Identification and assessment	3-4
6. Provision	4-5
7. Monitoring arrangements	5

Postholder responsible: Cheryl Matthews	**Date:** 24/06/2022
Last reviewed on:	
Next review due by: 01/06/2023	

1. Legislation and guidance

Schools in the UK have a statutory obligation under the Equality Act (2010) to promote equality of opportunity for students whatever their race, religion or belief as well as other protected characteristics.

The DfE expect that effective teaching and learning for students with English as an Additional Language (EAL) happens through the National Curriculum:

> *4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.*

> *4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.*

The Teachers' Standards (2012) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all".

Standard 5 states that teachers should:

> *...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*

2. Definition

In defining English as an Additional Language (EAL) we use the following definition from the DfE:

> *A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.*

3. Aims
- To give all students the opportunity to overcome any barrier to learning
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school
- To implement school-wide strategies to ensure that EAL students are supported in accessing the full curriculum
- To help EAL students to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential

- To identify and make maximum use of opportunities for modelling fluent English and encouraging students to practice and extend their use of English
- To encourage parent/carer support in improving their child or young person's attainment

4. Roles and responsibilities

At Heathgates Academy, the SENDCo acts the EAL Lead and is responsible for:

- Obtaining, collating and distributing information on new students with EAL to members of staff as appropriate.
- Overseeing initial assessment of students' standard of English.
- Being able to assess the skills and needs of students with EAL and to give appropriate provision throughout the school.
- Giving guidance and support in using assessment to set targets and plan appropriate work.
- Equipping teachers with the knowledge, skills and resources to be able to support and monitor students with EAL.
- Monitoring standards of teaching and learning of students with EAL.
- Reporting to the Headteacher on the effectiveness of teaching and learning and the progress of students with EAL.
- Monitoring progress and identifying learning difficulties that may be masked by EAL.

All teachers are responsible for:

- Being knowledgeable about students' abilities and needs in English and other subjects.
- Using this knowledge effectively in curriculum planning, classroom teaching and use of resources.
- Alerting the EAL Lead of any EAL concerns they may have.
- Monitoring students' progress and using data in decisions about classroom management and curriculum planning.
- Maintaining students' self-esteem and confidence by acknowledge and giving status to their skills in their own languages.

5. Identification and assessment

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each student. The following methods may be used to inform identification and assessment:

- Information for the student's admission documents
- Information from the transition planning meeting with parents/carers and other stakeholders
- Information from the student's previous education setting
- Information from EAL Lead and teacher assessment that is categorised using a 5-point proficiency scale and NASSEA steps.

Level	Description	Level of support
1 New to English	**The student may…** • Use their first language for learning and other purposes.	Needs a considerable

	• 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.	amount of EAL support
2 Early Acquisition	**The student 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 the curriculum.
3 Developing Competence	**The student may…** • Participate in learning activities with increasing independence. • Be able to express their 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 the curriculum fully.
4 Competent	• Oral English is developing well, enabling successful engagement in activities and 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 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
5 Fluent	• Can operate across the curriculum to a level of competence equivalent to a student who uses English as a first language.	No EAL support required

6. Provision

The whole school approach at Heathgates Academy is providing High Quality Teaching. Students are taught 1:1 or in very small groups. All classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities. Teachers have a responsibility to ensure that all students can participate in lessons; they will recognise the student's home language and acknowledge the time it takes to become fluent in an additional language. EAL students will follow the school curriculum and will be provided with opportunities to make good progress which, may include 1:1 or small group focused EAL support.

Teachers will help students learning English as an additional language in a variety of ways including:
- Show differentiated work for EAL students in planning.
- Have high expectations; expect students to contribute.
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging learning objectives.
- Recognise that EAL students need more time to process information and provide responses.
- Allow students to use their home language to explore concepts.
- Give newly arrived students time to absorb English.

- Group students in the class to ensure that EAL students hear good models of English.
- Use collaborative learning techniques.
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Use multi-lingual labels around the classroom
- Explain how speaking and writing in English are structured for different purposes across a range of subjects.
- Provide a range of reading materials that highlight the different ways in which English is used.
- Ensure that there are effective opportunities for talking, and that talking is used to support writing.
- Encourage students to transfer their knowledge, skills and understanding of one language to another.
- Provide support through ICT, video or audio materials, dictionaries and translators, readers and scribes.

7. Monitoring arrangements

This policy will be reviewed annually, by the Headteacher or other appropriate member of the school's senior leadership team. The policy will also be approved by the school's Governing body.

Monitoring

	Signature	Date
Policy Reviewed By:		
Next Review Date:		
Interim Review Comments:		
Policy Reviewed By:		
Next Review Date:		
Interim Review Comments:		
Policy Reviewed By:		
Next Review Date:		
Interim Review Comments:		