

Springfield Junior **School**

EAL Policy **(English as an Additional Language)**



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This policy is a statement of Springfield Junior's School's aims and strategies to ensure that EAL pupils fulfil their potential.

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 Year 3 to Year 6

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 from 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

2.1 EAL children will need varying levels of provision so that they can access all aspects of the curriculum.

3 We believe that

- 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 alongside 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 school prospectus. This will be available in different languages.

4 Identification and Assessment

Identification and assessment are 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.

Assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and pupil.

Termly assessment of level of language acquisition will be carried out to ensure that given challenging bespoke targets to accelerate progress are in place, interventions are personalised, time limited and are monitored to ensure accelerated progress. In assessment of EAL children, competence in English is categorised on a five-point scale using the Department for Education's EAL classification codes:

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May 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: May follow day-to-day 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 needs 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 material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

6 On arrival at Springfield Junior School

At the initial meeting/visit to school with the Head teacher, Deputy head or EAL coordinator a translation device will be used, if appropriate. Families will be offered support if required for school uniform. All children who are EAL will receive:

- A school tour
- An EAL welcome booklet

- A chance to meet the class teacher
- An induction programme to include
 - A learning buddy for the child (someone in the class / someone in school who speaks the child's language)
 - Signs with dual language using Communicate in Print will be created before the child joins the class along with support resources
 - The child will be given a dictionary and an EAL toolkit
 - Thrive plans (if appropriate) will be created with parents
 - Baseline assessment to produce the EAL profile using the Nassea EAL assessment, the Salford reading test and Speech Link to assess the child's DFE language code and inform the class teacher of their ability levels.
 - A one-page EAL profile will be completed to gain the voice of the child
 - The class will be told about the child before their start date and will learn greetings in the child's home language.

7 Provision

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including books in the library, 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 DFE document [English as an Additional Language \(EAL\)](#)

All EAL children should remain in the main class with activities adapted to meet their needs; pictures, labelling, sorting, fill the gaps, sequencing, copy - e.g. five key points, use google translate to help translate their home language into English, let them write in their home language and then translate into English, scaffolding and modelling. All children are expected to follow the school and classroom rules, demonstrating our SPRING learning behaviours.

EAL support will include the use of Race to English with an LSA or the EAL lead until basic levels of English have been achieved. Children then progress to Learning Village which they are encouraged to use at home. The class topics are shared so that the child can also make use of the LV online curriculum section and, if or when appropriate, the phonics catch-up programme will run alongside this provision. Appropriate Curriculum resources from the Bell Foundation may also be used

8 Monitoring and Recording

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

All staff members are given a SEND/EAL folder that contains any Speech Link assessments and SEND information, all the EAL profiles and Nassea assessment overviews which are colour coded once termly to track the progress of the child. The folder also contains the EAL Policy, a quick ideas poster

to help the teacher, a quality first teaching checklist and an Ideas for supporting EAL pupils with spelling and writing.

The children will access class assessments termly but may also undertake extra assessments that may show smaller steps of progression.

9 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 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.

11 Communication

Teachers will meet with parents on a termly basis 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.

12 Resources

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

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

LINKS WITH OTHER POLICIES

This policy links closely with the following policies:

- Inclusion Policy
- Special Educational Needs Policy
- Children who are Looked After Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Assessment Policy