



Policy Title:	ENGLISH AS ADDITIONAL LANGUAGE (EAL)
Policy Code:	OPSP12
Applies to:	Schools
Date Reviewed:	Sept 23
Next Update Due:	Sept 24
Policy Lead:	Paul Routledge
Policy Sponsor:	Richard Wilkins
Outcome:	<p>This policy:</p> <ul style="list-style-type: none"> • To define what the profile of EAL children and young people in WG schools • To outline principles to support access to education for EAL pupils.
EQUALITY AND DIVERSITY STATEMENT	
<p>Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.</p>	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
<p>Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this policy to ensure it can be implemented successfully without adverse implications on our Group goals.</p>	
<p>To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.</p>	

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1. INTRODUCTION

This document is a statement of the aims, principles, strategies and provision for pupils who have English as an additional language (EAL). The Witherslack Group is committed to equal treatment for all including those for whom English is not their first language. The school recognises the importance of making provision and support for such pupils in line with their commitment to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world

2. OUR AIMS ARE:

- 2.1 To provide a programme of support which will enable pupils with EAL to receive the help they need to make rapid progress in their English language development through a focus on the teaching of core vocabulary in each subject so that they can access and make progress in all areas of the curriculum.
- 2.2 To liaise with parents, working in partnership to make sure EAL pupils can make progress.

3. IDENTIFICATION, ASSESSMENT AND REVIEW ARRANGEMENTS

- 3.1 EAL is not a specified learning deficit or an indication of Special Educational Needs (SEN). The DFE notice 'English Proficiency EAL pupils' (Feb 2020) defines pupils with EAL as:

she/he is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration.

Fundamentally this outlines a child whose first language is not English, but encompassing children who are fully bilingual and all those at different stages of learning English.

The DFE notice also outlines a useful recording scale of English Proficiency which may support recognition and appropriate interventions, and a basis of consideration for meeting the needs of the child.

3.2 English proficiency

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.

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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

3.3 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

3.4 EAL children will need varying levels of provision so that they can access all aspects of the curriculum. This will be considered prior to admission to any Witherslack Group school alongside individually assessed SEN and specific provision outlined within EHCPs.

3.5 Pupils whose first language is not English are further assessed on entering the school. Where necessary a teaching assistant will be responsible for providing initial support. More specialist provision will be provided by a suitably qualified teacher. Where appropriate a EAL trained teacher will provide short term focussed language support. Pupils will be monitored and supported to ensure continued progress.

4. EDUCATIONAL AND WELFARE PROVISION FOR PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE

4.1 Integration and access to the curriculum

Pupils whose first language is not English will be immersed in appropriate activities and learning experiences that match their abilities. Pupils will work with their peers to encourage and support the acquisition of language. Additional support will be provided by a teaching assistant or EAL trained teacher if required.

4.2 Partnerships

We recognise the importance of importance of good quality and meaningful communication between teachers, parents, carers and external agencies. Parents are kept informed of their child’s progress at every stage by staff. We will ensure that all verbal and written communication is fully accessible to parents. Those parents whose first language is not English will have interpreters provided wherever possible.

Parents who are concerned about their child’s progress should in the first instance contact the Head Teacher.

4.3 Liaison with Other Schools and Agencies

Where necessary, EAL Specialists from external agencies will be invited to provide support through training or visits to maximise progress.

5. REFERENCES

DFE notice ‘ [English Proficiency EAL pupils](#)’ (Feb 2020)

6. ASSOCIATED FORMS

None

7. APPENDICES

None

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