



Be part of the family

The Regis Academy

Version 1.1

EAL Policy

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Approved By	A.Pincher

Change Record		
Version	Date	Description
1.1	June 2022	Document adaptations post Ofsted pre inspection visit

EAL policy – English as an additional Language

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 parents)

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:

- Newley arrived from a foreign country and school
- Newly arrives from a foreign country, but an English-speaking school
- Born aboard, 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

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

We believe that:

- EAL children learn to speak, read and write in English through immersion in a board, rich curriculum
- The school environment promotes langue development through the rich use of language, IT and visual prompts
- EAL learners make the best progress within a whole school context, where 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

Identification and Assessment

Identification and assessment is carried out with the proposes of providing the most appropriate provision for each pupil. If a pupil is referred to The Regis Academy that is EAL we would assess as to whether we can meet their needs in line with our admissions policy.

We will assess children's use of language through:

- Information from the referral form
- Information from parents/carers
- Information of any assessments and observations

Assessment is undertaken as a partnership between the class teacher, head of centre and parents/carers.

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 of Education's EAL classification codes:

A: New to English: may use first language for learning and other purposes. Many 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's 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 whose 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.

Provision

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. Teachers have responsibility for ensuring that children can participate in lessons.

The Regis Academy would also seek guidance and support from The Steps Centre (EAL Network)

Monitoring and Recording

It is the responsibility of the class teacher (with the support of the Head of Centre) to maintain up to date records of EAL children in their class whilst they are in their care. The class teacher and head of centre collates information of EAL pupils.

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 special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

Communication

We will provide a welcoming induction process for newly arrived pupils and their parents/carers.

Teachers will meet as they do with all parents/carers on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children.

Resources

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

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