

# Boundary Primary School



## English as an additional Language Policy

Review period: Annually

Date policy last reviewed: September 2024

Person Responsible for Policy: HLTA Staff and Head of School

Proud to be part of



## 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, from Early Years provision to Y6.

## 2. Definition

EAL is defined as: 'a child whose first language is not English' including those children who are fully bilingual and 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 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. 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 with 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

## 4. Identification and Assessment

Assessment is 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/carers
- Information from initial assessments
- Information from the previous school

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

Termly assessment of level of language acquisition will be carried out to ensure that children are given challenging, bespoke targets to accelerate progress and, where appropriate, interventions are personalized and monitored to ensure they are purposeful and ensuring the child is making 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.

## **5. On arrival**

At the initial meeting/visit to school with the School Business Manager and an EAL HLTA will be present. Families will be offered support if required for school uniform. All children who are EAL will receive:

- A welcome pack in the family's home language, including information needed for school and on local services such as children centers, housing, general well-being, free dental and medical care etc.
- An induction program, following the EAL induction flow chart, to include
  - Learning buddies for the child (a fluent English speaker in the class **and** someone in school who speaks the child's language if available)
  - A tour of the school
  - Baseline assessment (after 2-week settling-in period)

## **6. 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 and equipment in the Early Years will reflect cultural diversity and be in a variety of home languages.

## **7. Monitoring and Recording**

It is the responsibility of the class teacher and teaching assistant (with the support of the EAL HLTA) to maintain up to date records of EAL children in their class. The EAL Lead collates information and arranges a baseline assessment for EAL children. The school maintains a register of EAL children.

## **8. 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.

## **9. 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.

## 10. Communication

Teachers will discuss progress made, the strategies in place and how parents/carers can support their children during Parent Days and as appropriate during the school year.