



# The CARE Federation



## as an Additional Language (EAL) Policy

Agreed by Governing Body: Autumn 2024

To be reviewed: Autumn 2025

Group Responsible: Full Governors

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## Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

The CARE Federation aims to:

- Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the schools.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived pupils with EAL.
- Assess the skills and needs of pupils with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
- Use all available resources to raise the attainment of pupils with EAL.
- Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.

## 1. Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

## 2. Roles and responsibilities

The governing board will have overall responsibility for the implementation of this policy.

The Executive headteacher and Head of School will be responsible for:

- Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.
- Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensuring that procedures and policies for the day-to-day running of the schools do not directly or indirectly discriminate against pupils with EAL.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The EAL lead will be responsible for:

- The induction of newly arrived pupils.
- Supporting teachers to conduct initial assessments of pupils with EAL.
- Liaising with teaching staff on support for pupils with EAL.
- Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.

- Encouraging and supporting pupils to maintain and develop their first language.
- Facilitating pupils' use of first language national examinations.
- Developing relationships between the schools and parents of pupils with EAL.
- Securing and providing training to ensure staff development.
- Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
- Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of pupils with EAL in their classrooms.
- Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
- Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.

### **3. Support**

Pupils with EAL are welcomed into their classrooms immediately and supported by their class teacher and teaching assistant. Support will focus on settling socially and emotionally and the acquisition of practical, everyday English.

Other methods of support that the school will provide where a pupil with EAL is assessed as having little to no English include:

- Seeking advice from Norfolk EAL/LDC advisory service
- EAL starter resource box
- In-class support
- Small group support
- Specific resources including electronic devices
- Home language/dual language resources including visuals
- EAL Assessment Framework (NASSEA)
- Mechanical Maths Assessments (numbers and symbols only)

### **4. Inclusion**

The schools utilise a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the schools, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge.

Appreciating a pupil's ability to speak their own first language is essential for building their confidence and self-esteem.

- The language development of pupils is the responsibility of the entire school community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of pupils with EAL speak the same language, the schools encourage wider integration to promote inclusion and to improve pupils' understanding of English.

## **5. Initial assessments**

When pupils first join one of our schools, they will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.

The assessment will be carried out using the form provided in [Appendix 1](#).

Initial assessments are carried out by the class teacher, supported by the EAL lead, and completed assessments are held on the pupil's profile.

Other assessments may be completed as and when required using appropriate resources.

Teachers of the pupil will use the assessment(s) to inform their teaching and lesson planning. The pupil and their parents may view the assessment(s) at any time.

## **6. Classroom practice**

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

- Utilisation of the pupil's first language expertise.
- The provision of writing frames.
- The use of props.

Language skills will be developed through:

- Collaborative activities involving spoken communication.
- Feedback opportunities and conversations.

- Good models provided by peers.

Active participation will be encouraged by:

- Grouping pupils in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual e-dictionaries are available to aid pupils with EAL and dual language textbooks are available and used where possible.

Prior to any one-to-one tuition, the pupil is informed of the purpose of the session and the objectives.

## **7. Access to the curriculum**

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for pupils to use their first language in the classroom.
- The support requirements of pupils with EAL are identified and the support is made available.

## **8. Working with parents**

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the schools will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with pupils before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

## **9. Pupils with SEND**

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will seek advice from the Local Authority to seek to arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the Federation's Special Educational Needs and Disabilities (SEND) Policy.

The schools will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

## **10. Monitoring and review**

The executive headteacher will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

The next scheduled review date is Autumn 2025.



## First Language Assessment Form

<b>Pupil's name</b>	
<b>Assessed by</b>	
<b>Language</b>	
<b>Date</b>	

<b>Is the pupil's social/linguistic behaviour age-appropriate?</b>	<b>Y/N</b>
<b>Does the pupil understand a range of questions, instructions and a story, told in their first language?</b>	<b>Y/N</b>
<b>Is the pupil's speech clearly articulated?</b>	<b>Y/N</b>
<b>Is the pupil able to speak accurately at a social level?</b>	<b>Y/N</b>
<b>Is the pupil's vocabulary appropriate/sophisticated/limited?</b>	<b>Y/N</b>

<b>Does the pupil use correct grammatical structures?</b>	<b>Y/N</b>
<b>Can the pupil talk about the past, present and future using correct verbal forms?</b>	<b>Y/N</b>
<b>Do you have any concerns?</b>	<b>Y/N</b>
<b>Do you have any comments regarding the pupil's social interaction with you during the assessment?</b>	<b>Y/N</b>
<b>Can the pupil read and write in their first language?</b>	<b>Y/N</b>
<b>Can the pupil complete age-appropriate mathematics tasks with limited language context?</b>	<b>Y/N</b>