



English as an Additional Language (EAL) Policy

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1. Introduction

At ARTS. Education the teaching and learning, achievements, attitudes and well-being of all our children take priority. We encourage all our students to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

2. Statement of Intent

The curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and encompasses the detail of our Equal Opportunities Policy. This includes learners who have British Sign Language as their first language.

3. Teaching and learning style

In our school, tutors will take action to help children who are learning English as an additional language by various means:

1. Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

2. Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning;
- Removing barriers to learning wherever possible by providing visual supports to aid understanding
- Providing support through ICT, a range of media, dictionaries and translators, readers using the home or first language where appropriate.
- The use of appropriately qualified interpreters where necessary (ie for learners who require BSL)

4. Curriculum access

All children at ARTS. engage with a curriculum approach that promotes personal strengths and interests. Students with EAL will have full access to this approach to their curriculum development. We shall plan opportunities for children to develop their English, and we shall provide support to help them take part in activities.

This may involve children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Providing bilingual support to extend vocabulary or translate. This is particularly relevant for learners for whom BSL is their first language
- The use of technologies such as "google translate" or similar to support and develop understanding
- To promote academic achievement by providing a curriculum and grouping EAL pupils according to cognitive level rather than English language level.

5. Assessment

Our school shall assess the proficiency of EAL learners by using the 5 proficiency levels found in the DFE document - English proficiency of pupils with English as an additional language. (Feb 2020) These five levels are:-

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

This is also available for use where the school has not yet had time to assess proficiency.

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

- English proficiency of pupils with English as an additional language - DFE 2020
- Single Equality Policy - Equality, Diversity and Inclusion
- Teaching, Learning and Curriculum policy
- Assessment and Marking Policy

6. Roles and Responsibilities:

- It is the responsibility of all tutors to identify ways of removing barriers to effective communication through careful lesson planning and selection of resources
- It is the responsibility of subject leads to ensure the curriculum is planned with the needs of EAL learners in mind
- It is the responsibility of the teaching and learning team to monitor the academic progress and well being of EAL learners
- It is the responsibility of the Senior Leadership Team at ARTS to oversee the provision and progression of learners with EAL

7. Monitoring and Evaluation

We review the effectiveness of our policy and practices every two years or sooner should the need arise. We do this through student feedback, parent feedback, staff reflection or to ensure we meet the most recent legislative requirements.