EAL Policy

Adopted by the Governing Body of Dunkirk Primary School:	
Approval:	**Head Teacher April 2023**
Review:	**April 2025**
To be reviewed by:	**Alison Kendall**
Committee responsible:	**P&PC**

English as an Additional Language (EAL) Policy
The EAL leader is Alison Kendell.

1. Introduction
This policy states the Dunkirk's School and its Governors approach towards identification of and supporting the needs of children who have English as an additional language. This policy applies to all children and their parents, from our Early Years provision to Y6 regardless of different background or needs.

2. Definition
The term EAL is used to describe a diverse group of learners who speak English as an additional language or whose first language is not English. To encompass beginners to advanced bi-lingual/ multilingual learners.

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 2
- May not have spent much time at a school/educational environment

3. Curriculum
We understand that EAL children will need varying levels of provision tailored to their individual needs so that they can access all aspects of the curriculum. In order to do this our first steps are to build confidence.

We do that through:
- Immersing our EAL children in an exclusively broad, rich curriculum
- Our Dunkirk environment promotes language development through the rich use of spoken/written language, IT and visual prompts
- EAL learners make the best progress within a whole school context, where children are educated alongside their peers
- Embracing diversity within the school structure, pastoral care and overall ethos enabling EAL pupils to integrate into the school
- Viewing Bilingualism and Multilingualism as a positive and life-enriching asset.
- Parents/carers and prospective parents/carers will be provided with and directed to the particulars of our EAL provision via our website

4. Identification and Assessment
Identification and assessment are 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 and observations
- Information from the previous school.

Assessment is undertaken and encouraged as a partnership between parents/carers, the class teacher, EAL Coordinator, pupil and any other agencies involved.

The level of language understanding and acquisition will be continuously assessed to make sure that challenging, individually tailored goals are in place to speed up progress. Interventions are personalised, time limited and are monitored to ensure accelerated progress. The Bell Foundation and Department of Education's EAL categorization codes for English as an Additional Language are both used. These categorization codes are:

New to English
Pupils in the English education system who are New to English will progress at very different rates according to their educational background and the effectiveness of the support they receive.

Learners who are New to English (working at band A):
1. Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
2. Show emerging competence in basic oral expression
3. Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
4. Demonstrate competence in managing basic, simple and isolated phrases
5. Learners working at band A will require considerable support to access curriculum content.

Early Acquisition
Pupils in the English education system who are in the Early Acquisition stage of learning can be described as working at band B. As with New to English learners, those at the Early Acquisition stage tend to be in their first two years of learning.

Learners who are at the Early Acquisition stage (working at band B):
1. Show a developing autonomy in processing speech
2. Show emerging competence in the ability to respond verbally in interactions with others
3. Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
4. Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations
5. Learners working at band B will still needs a significant amount of EAL support to access the curriculum.

During the **New to English and Early Acquisition stages**, the focus for teaching and support should be on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.

Developing Competence
Pupils in the English education system who are Developing Competence, have typically been learning English for between two and five years. These learners can be described as working at band C. At this stage learners would typically be confident in communicating in English and would be starting to develop more control of functional language. Their spoken English, however, may not be particularly accurate, with surface errors sometimes continuing for a number of years.

Learners who are at the Developing Competence stage (working at band C):
1. Show developing independence in the use of basic listening skills needed to engage with learning
2. Demonstrate emerging competence in spontaneous expression and communication
3. Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
4. Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts
5. Learners working at band C will require on-going EAL support to access the curriculum fully.
6. At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.

Competent
Pupils in the English education system who are Competent users of EAL would be described as working at band D.

Learners who are at the Competent stage (working at band D):
1. Apply listening skills over an increasing range of contexts and functions
2. Demonstrate competence in producing more varied and complex speech in a wider range of contexts
3. Engage with curriculum related reading activities independently and productively in different subject areas

4. Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar

Fluent
Pupils in the English education system who are Fluent users of EAL would be described as working at band E.

Learners who are at the Fluent stage (working at band E)
1. Demonstrate confidence in writing accurately and independently in a variety of genres
2. Engage with curriculum-related reading activities independently and productively in different subject areas
3. Show competence in fluent, creative use of spoken English
4. Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

At the **Competent and Fluent stages**, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.
Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks.

5. On arrival at Dunkirk Primary School
At the initial meeting/visit to school with the Deputy Head or EAL coordinator. Families will be offered support if required. All children who are EAL will receive information about school and the link to the website. There they will be able to access words and phrases needed to help support them before they begin and during their early days! Staff can use a questions prompt sheet to support gathering information.
They will be offered an induction programme that includes:
- Two New Pupil Buddies – Children who have been trained to support new pupils with EAL. One pupil will speak their language/excellent language model and a pupil who is an excellent behaviour model. Staff will be informed of other children who speak the same language as the new pupil if it has not been possible to match in class
- A tour of the school
- Online resources via our website/ paper resources if no access
- A detailed baseline assessment after a 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 and equipment through our school will reflect cultural diversity and be in a variety of home languages. Teachers have responsibility for ensuring that children can participate in lessons using the guidance provided by the EAL leader.

7. Monitoring and Recording
It is the responsibility of the class teacher (with the support of the EAL Leader) to maintain up to date records of EAL children in their class whilst they are in their care. The EAL leader collates information and arranges a baseline for EAL children and maintains a register of EAL children. Each child receives an individual plan appropriate for their level identifying stages, next steps and gaps. This information is passed to the class staff after an initial baseline assessment.

8. Special Educational Needs and Differentiation
EAL is not a special education need. EAL children who do have a special educational need 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.

10. Communication
Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed an interpreter can be used. This will also apply to multi-agency meetings.

11. Resources
The NALDIC website https://naldic.org.uk/
The Bell Foundation website https://www.bell-foundation.org.uk/

This policy links closely with the following policies:
Teaching and Learning Policy
Special Education Needs Policy
International New Arrivals Policy
Safeguarding Policy
Assessment Policy
Anti-Bullying Policy
Rational Behaviour Policy
Equal Opportunities Policy