Learners of English As An Additional Language (EAL) Policy

Introduction

Bethany School welcome pupils from all nationalities and ethnic backgrounds. We embrace the Biblical teaching that in Heaven all tongues will be represented and are therefore valuable:

'After these things I looked, and behold, a great multitude which no one could number, of all nations, tribes, peoples, and tongues, standing before the throne and before the Lamb, clothed with white robes, with palm branches in their hands, and crying out with a loud voice, saying "Salvation belongs to our God who sits on the throne, and to the Lamb!"'. Revelation Ch 7 v 9-10

Alongside our celebration of the diverse languages represented in our school, and the long term positive implications there are for a child to be bilingual/multilingual; we also acknowledge that a child who has English As An Additional Language (EAL) can be at a disadvantage in school because of their lack of proficiency in the language of instruction.

Aims and Values

- To ensure that the language and learning needs of individual pupils are clearly identified and provided for.
- To enable pupils to gain full access to the Curriculum and develop strategies to overcome any obstacles that might prevent pupils from achieving their full potential.
- To raise achievement of pupils who have English as an additional language through a clear system of targeting, tracking and monitoring individual progress.
- To work in partnership with parents and support learning at home. To encourage positive interactions with parents by building relationships during our Wednesday afternoon activities, Parent meetings and school camp.
- To recognise and value the home language/s of pupils and when possible to plan for activities which celebrate the diversity of languages and cultures represented in our school.

Identification of EAL pupils

Bethany School use the Department for Education's definition for a learner of English as an additional language (EAL):

'A learner of English as an additional language (EAL) is a pupil whose first language is other than English.
First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.' (DfES 2007)

We use this definition to distinguish between an EAL pupil and a pupil who has exposure and knowledge of more than one language (bilingual/multilingual) but who has English as their first and dominant language.

Information is gathered for identification via the process of:

1. The Pupil Personal Detail (PPD) Form – On enrollment Parents/Guardians are asked to identify the child's first language and the language/es spoken in the home.

2. If either of these PPDs identifies a language other than English then further information is requested to establish EAL or multilingual. This information is normally gained from a face to face meeting between the parent/guardian and our SENCO. The meeting uses our EAL New Starter questionnaire as it's basis and includes finding out background information about the pupil and the parent/guardian's English language ability and experience (as well as the pupil's first language proficiency). This information is used to best understand their needs and the support they may require. The information gained in this meeting will be shared with the pupil's class teacher and any other professionals involved with supporting the child on a needs only basis.

Determining Initial level of Competence
Bethany School see the importance of initially determining a pupil's level of competence so that appropriate targets can be set to promote learning. We therefore aim to do this in the first half term of being enrolled at the school.

This is achieved by using the information gained from the EAL identification process in addition to their presentation in the school environment and ability to access their learning as per the descriptors in The Bell Foundation EAL Assessment Framework (V2.0). These descriptors focus on what the pupil can do in the areas of:
- Listening (Understanding)
- Speaking
- Reading
- Writing

This detailed assessment system correlates to the DfE's national EAL learner Proficiency Codes A – E, allowing us to give pupils a 'best fit' overall level of competence. Although these DfE descriptors are no longer used by the government to provide data for the annual school census, they have become a recognised national method of coding EAL proficiency and therefore Bethany School will use them to give consistency with other settings and professionals. They are:
- **New to English [Code 'A']**: 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 64 expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
- **Early acquisition [Code 'B']:** 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.
- **Developing competence [Code 'C']**: 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.
- **Competent [Code 'D']:** 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.

- **Fluent [Code 'E']:** 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. (DfE School census 2016 to2017 Guide, version 1.6)

Providing for learner's Needs

Appropriate targets and support strategies will be set and implemented according to a pupil's identified proficiency levels in the four areas of listening, speaking, reading and writing. Progress will be assessed, recorded and monitored using our EAL framework, managed by the SENCO. We recognise that the majority of support should be provided by the teacher within the classroom setting as pupils will learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models. In line with our SEND procedures and Policy, any additional intervention carried out in a small group/one to one setting will be specific, measured, target driven and time limited. When providing for an EAL pupil, school will always strive to work in partnership with parents and any other professionals involved in supporting the family.

When deciding the level of differentiation for a pupil in the classroom it is Bethany School's aim to maintain an appropriately high cognitive challenge for the pupil and to recognise that their conceptual thinking may be in advance of their ability to speak English.

Register

All pupils who are identified as having English as an additional language will be recorded on the school's confidential EAL Register. This register is an internal record held to promote the effective monitoring and recording of such pupils. The register will hold a summary of the child's progress year on year, measured by the DfE codes of proficiency. This register may be used to generate statistics to be used by the School's Senior Leadership Team, and when necessary as a source of information on a specific pupil to share with outside agencies working with a pupil/family. The register will be held and managed by the SENCO.

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