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This policy is Reviewed by	Director of Learning Development
Group	Academic
ISI Reference	
Next Review Date	September 2019

Tick which category this document refers to:

ISI requirement to be made available	✓
ISI requirement to be on website	
Internal staff only	
Internal students only	
Internal staff and students	
Statutory requirement to have on website (non ISI)	

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The School's English as an Additional Language (EAL) policy was developed in consideration of the Special Educational Needs (Information) Regulations (Clause 65). It is written as guidance for staff, parents and children and with reference to: SEN Code of Practice (which takes into account the SEN provisions of the SEN and Disability Act 2001) September 2014, ISI Integrated Handbook – Regulatory Requirements, January 2015).

Policy Aims and Rationale

The aims of this EAL policy are to ensure that:

- Great Walstead School “makes adequate provision for groups of pupils with ... other specific needs, such as English as an additional language.” (ISI Integrated Handbook – Regulatory Requirements January 2015,.37)
- EAL children are identified and teachers are aware of their pupils' language needs, to ensure they are able to access a broad curriculum and are supported in achieving their potential.

Great Walstead School recognises that:

- EAL pupils' ability to access the curriculum may be ahead of their English language skills
- EAL is not SEND (“special educational need / disability”) or a “learning difficulty”
- EAL pupils may have additional needs in accessing the language used by staff and peers, with related learning issues, which can lead to underachievement and isolation
- All teachers are teacher of pupils with individual needs, and are responsible for developing children's spoken and written language skills to raise pupils' achievement
- Language is effectively developed in a purposeful context across the curriculum
- Teaching and support staff play a crucial role in modelling uses of language
- Language is central to identity and the views of the pupil and parents are taken into account in supporting a pupil's learning

Principles of EAL Provision

In providing for the needs of pupils with English as an Additional Language the School:

- Considers EAL provision a whole school responsibility
- Regards bilingualism as an asset. EAL pupils are supported and encouraged to integrate and thrive in the culture of the School whilst appreciating their own home language and cultural uniqueness

- Provides class/subject teacher/Key Person (Nursery) differentiated work and learning opportunities as required in order to immerse and support pupils in accessing a broad and balanced curriculum
- Recognises that effective EAL differentiation needs:
 - Comprehensible input for pupils within a rich multi-sensory contextual background
 - Comprehensible output by pupils receiving active encouragement in a supportive/ collaborative learning environment

Definition of EAL

An EAL pupil is one whose first language is not English. This includes pupils who are fully bilingual as well as those at different stages of learning English. See Appendix 1.

Roles and Responsibilities

The Governors, in co-operation with the Headmaster, are responsible for:

- Policy determination
- Establishment of appropriate staffing
- Monitoring effectiveness of EAL policy

The Headmaster is responsible for:

- Day to day management of EAL and keeping the Governors informed

The Director of Learning Development in Conjunction with the Senior Leadership Team is responsible for:

- Developing, evaluating and refining annually the whole school EAL policy
- Liaising with staff regarding EAL policy and provision

The Director of Learning Development is responsible for:

- Day to day operation of EAL policy
- Reporting to the Headmaster and Governor with responsibility for EAL on the on-going effectiveness of the EAL policy
- Being a point of contact for EAL concerns
- Coordination of EAL referrals for children
- Coordination of specific provision made to support individual children with EAL
- Advising on adjustments to exam access arrangements
- Supporting staff in relation to differentiation for pupils

Leadership Team and Section Heads are responsible for:

- Supporting class and subject teachers in making regular assessments and tracking progress of all children including those with EAL
- Supporting class and subject teachers in making regular assessments and tracking progress in areas other than attainment, such as where a child needs to make additional progress with wider development or social needs
- Supporting class and subject teachers in identifying pupils making less than expected progress given their age and individual circumstances
- Ensuring that relevant information is shared with staff and at transition to the pupil's next school
- Regularly reviewing the quality of teaching for all children including those with EAL.

Class and Subject Teachers are responsible for:

- Being aware of an EAL pupil's individual needs
- Planning differentiated teaching and learning activities to foster language development and, as required, reduce linguistic difficulty while maintaining a cognitive challenge
- Making regular assessment, and tracking progress of, all children including those with EAL
- Identifying EAL pupils that are making less than expected progress given their age and individual circumstances.
- Implementing and monitoring, in response to less than expected progress, high quality teaching targeted at a child's area of need
- Referring continued less than expected progress to the Director of Learning Development to determine any further EAL support provision
- Working positively and closely with teaching assistants and specialist support staff to plan, and assess the impact of intervention and support and how these can be linked to the class teaching.

The Early Years & Foundation Stage (EYFS) Inclusion & SEN Coordinator is responsible for:

- Coordination of EAL provision for children in Nursery and Foundation Stage

The Pre-Prep – Year 3 Learning Support Coordinator is responsible for:

- Coordination of EAL referrals for children in Years 1 to 3
- Coordination of EAL support provision for children in Years 1 to 3

Monitoring of Provision

Monitoring of EAL provision will be undertaken by the School's leadership and management team through the professional development and appraisal cycle and whole school systems of tracking of pupils' progress.



English as an Additional Language (EAL) Policy

Complaints

If a parent wishes to complain about EAL provision or this policy they should, in the first instance, raise the matter with the Director of Learning Development, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headmaster in writing (or any other accessible format). The Headmaster will in turn follow the School's complaints policy. This policy is available, on request, from the school office.



English as an Additional Language (EAL) Policy

Appendix 1

In order to support planning, an EAL pupil's competence in English can be regarded as:

- Level 1: Silent period (beginner)
- Level 2: Basic interpersonal communication skills (BICS)
 - Can be reached within two years of exposure to English
- Level 3: Socially competent language; beginning to communicate increasingly effectively in an academic environment
- Level 4: Acceptable levels of English language, but it is still a barrier to underachievement in some educational areas
- Level 5 : Cognitive academic language proficiency (CALP); English is not an academic barrier
 - A minimum of five years may be needed to achieve this stage of being in line with peers who have English as a first language. NB, it is recognised that pupils at this stage may still benefit from explicit teaching of language within the context of individual subjects and topics.