ARGYLE HOUSE SCHOOL
SUNDERLAND

ARGYLE HOUSE SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY (Whole School Including EYFS)

Review date: September 2026

Reviewed by J.Sample

Next review date: September 2027

Introduction

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.

This policy applies to all pupils, including those in the early years.

Definition

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.' EAL pupils 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.

EAL pupils will need varying levels of provision.

Recognition

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities.

EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

The school environment promotes language development through the rich use of language.

The small school structure, pastoral care and overall family ethos help EAL pupils integrate into the school whilst valuing diversity.

Bilingualism is viewed as a positive and life enriching asset.

Identification and Assessment

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil.

In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

• Information from the application form.

• Information from interviews with parents/guardians.

• Information from initial assessment papers.

• Information from the previous school.

Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator/SENDCo, parents/guardians and pupil.

In assessment of EAL pupils, competence in English is categorised on a five-point scale as shown on the Department of Education Classification codes of English proficiency:

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.

Provision

Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL and Higher Achieving Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

EAL pupils will be provided with opportunities to make good progress.

Classroom teachers have responsibility for ensuring that pupils can participate in lessons.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

Monitoring and Recording

The EAL Coordinator/SENDCo creates an EAL register which records which languages are spoken by pupils, identifying their first language and the languages spoken at home.

A Support Plan is maintained for all EAL pupils assessed as having a competency in English at Stage A, B or C. This is reviewed twice a year.

Special Educational Needs and Differentiation

EAL pupils are not children with SEN and our school recognises that most EAL pupils needing support with their English do not have SEN needs but 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.

Some EAL pupils may have a special educational need and in such cases pupils will have equal access to school SEN provision, in addition to EAL support.

EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our Able, Gifted and Talented children.