

**Four Cs
Multi-Academy Trust**



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)

**Presented to Trustees Standards Committee
30 November 2023**

Date approved: ¹	30 November 2023
Date reviewed: ²	
Date of next review: ³	

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus three years

Footnote:

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- MAT refers to Multi-Academy Trust

1. **Definition**

- 1.1 The Government definition of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfE 2003). Diversity of EAL Learners.

2. **Aims**

The Trust aims to ensure that all EAL pupils / students are able:

- To use English confidently and competently.
- To use English as a means of learning across the curriculum.
- To ensure that EAL pupils / students are fully included into the life and work of Trust schools.
- To ensure that pupils / students whose first language is not English reach their full potential.

3. **Objectives**

- To identify and assess individual pupils / students' needs as soon as possible.
- To acknowledge the importance of pupils / students' home language and to build upon their existing skills and knowledge.
- To make use of their knowledge of other languages.
- To ensure parent / carers and pupils / students are involved in the process.
- To promote a whole school responsibility towards EAL pupils / students.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.
- To make appropriate use of external agencies.

4. **Management and Administration**

5. Whole School Approach

- English as an alternative language is addressed in all areas by subject teachers.
- Pupils / students with little English will receive intensive tuition before they are included in the mainstream curriculum.
- All pupils / students with EAL are included in mainstream classes as quickly as possible. In-class support will be provided if finances allow.
- Pupils / students are encouraged to sit an external examination in their first language to build their confidence to achieve.

6. Documentation

- All documentation and records are maintained by the SENCO and are confidential to the parent / carers and to those members of staff associated with the child concerned.

7. Partnership with Parents / Carers

- We aim to work closely with parent / carers of EAL pupils / students and ensure that they are encouraged to become involved in school activities.
- Parents / carers will be informed of their child's progress regularly and will be invited into school to discuss any concerns.

8. **Procedure**

Information will be gathered about:

- The pupil / students' linguistic background and competence in other languages.
- The pupil / student's previous educational and schooling activities and where appropriate the family's biographical background.

- The pupil's level of English using the EAL scores.

9. **Strategies to Ensure Access to the Curriculum**

- Referral to external agencies, if necessary.
- Initial direct teaching to aid acquisition of English.
- Use of bi-lingual resources, eg dictionaries, online support, key word lists.
- Collaborative group work and peer support.
- Enhanced opportunities for speaking and listening.
- In-class support (if funding available).
- Additional visual support, eg posters, non-verbal clues.
- The use of writing frames.
- Regular feedback from staff.
- Access for teaching staff to ICT support materials.

10. **Monitoring**

- Pupil / Student's acquisition of English to be monitored using EAL scales.
- Pupil / Student's attainment in curriculum areas to be monitored using:
 - Termly reports.
 - Discussion with subject staff.
 - Annual school report.

11. **Resources**

A range of resources are used to support a pupil / student's linguistic development. These include games, differentiated work sheets, keyword lists, bi-lingual dictionaries, and computer software.

Review

The Trustees and Trust Standards Committee monitors the implementation of this policy.

This policy will be reviewed and approved by the Trustees every 3 years.

