

English as an Additional Language (EAL) Policy

Definition

The Department of Education uses the following definition for EAL:

"A pupil's first language is defined as any language, other than English, that a child was exposed to during early development and continues to be exposed to in the home or community."

It is important to note that for almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

EAL pupils are entitled to the full range of curriculum areas and all school staff have a responsibility to support the pupils with their English language learning.

Purposes

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of pupils for whom English is an additional language.

Provision

During the referral process, the individual needs of all pupils will be identified through the initial interview and through the exchange of information with the referrer and others involved with the student. The Centre Manager will discuss with the referrer, parent/carer, student and any other relevant agencies the exact day-to-day impact of the needs identified.

Guidelines

School Staff will:

- Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.

- Will identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- Will promote and encourage the development of the pupil's first languages in order to facilitate concept development in tandem with their acquisition of English.
- Will provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- Will use key visuals and other strategies to support pupil's access to the curriculum.
- Will actively liaise with parents/carers to help them to support their children's learning.
- Will facilitate parent/carers' access to meetings with staff by ensuring there is someone available to translate.
- Will ensure the referrer has sought first language assessment to ensure the accurate identification of SEN.
- Will monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- Will provide all staff with the knowledge and skills for teaching EAL learners.
- Will acknowledge that language is central to our identity. Therefore, staff will recognise, value and celebrate the home languages of all pupils.
- Will identify the demands of learning tasks and include these in planning.

Should SEN be identified, EAL pupils have equal access to school's SEN provision.

Please refer to the following policies -

SEN Policy
SEN Information Report



Last updated: August 2023
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Review due: August 2024

Addendum 1: Hopespring Sunderland particulars (if applicable)



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Addendum 2: Hopespring Sunderland Millfield particulars (if applicable)



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Addendum 3: Hopespring Newcastle particulars (if applicable)