



EAL Policy

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Full Name	Position	Signature	Date	Review Cycle
Sandeep Athwal	Director		V1 – 01/04/2024 V2 – 02/01/2025 V3 – 15/06/2026	Annual

Aims

At School of Coding AEP, we are committed to high quality, inclusive teaching and learning to raise standards of achievement for all our pupils to support their wellbeing. We aim to:

- Create a safe, happy and inclusive school that allows each young person to discover who they are and what they want to be



- Fulfil the academic potential of our young people in a supportive and caring environment
- Nurture/Instil the values, skills, attributes and character of our young people, so they may navigate the challenges ahead and make a positive contribution to their communities, now and in the future.

It is essential therefore that all EAL pupils at School of coding AEP are ensured an equitable experience through the additional support and provision School of Coding AEP offers. We seek to ensure that this is achieved as quickly as possible so that all our pupils participate in the same school experience and curriculum. Research suggests that those new to English will acquire conversational fluency within two years, however, will need five years or longer to achieve competence in academic English. However long pupils require additional support for, School of Coding AEP will ensure it is suitably in place.

EAL students' aptitude for English will vary, but as a school we aim to embrace bilingualism as a positive and life enriching asset. While some may face additional barriers to learning in English, the role in which their first language and cultural identity can play in engaging with the curriculum and enhancing the school community will be celebrated as defining elements of their academic and personal success.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential. We seek to embrace this ethos when implementing support for our EAL community:

- The school seeks to recognise and identify our EAL cohort and be aware of their backgrounds, culture and attainment



- The school will ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum
- The school will equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL
- School stakeholders will embrace that English is best learned through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities in a whole school context with their peers
- The school will implement and monitor rigorous and regular assessment to ensure the needs of EAL pupils are well-supported
- Where additional support and intervention is required, it will be provided to ensure all pupils can reach their potential
- The school environment will promote language development through a reading-rich curriculum and good oracy
- The school structure, pastoral care and overall ethos helps EAL pupils integrate into the school whilst valuing diversity
- Bilingualism will be viewed and championed as a positive and life enriching asset
- Parents and prospective parents will be provided with the particulars of our EAL provision and supported with home communication where necessary

Definition of 'EAL'

The Department for Education (DfE) records a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English.'

This encompasses pupils who are fully bilingual and all those at different stages of learning English.



EAL pupils may have/been:

- Newly arrived from an international country and school;
- Newly arrived from an international country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

EAL is not a Special Educational Need and should not – and is not – defined as so at School of coding AEP

DfE Guidance

The DfE expect that effective teaching and learning for learners using EAL happens through the National Curriculum:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Teacher Standards

The Teachers' Standards (2021) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all pupils". Learners who use EAL are mentioned specifically in Section 5: 'Adapt teaching to respond to the strengths and needs of all pupils', but there is relevance to teaching and learning for EAL learners throughout the standards.



Standard 5 states that teachers should:

...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Standard 3, which expects a teacher to “demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject” also goes some way to addressing a need for explicit language teaching but fails to recognise the unique needs of learners using EAL.

Roles and Responsibilities

EAL is the responsibility of all stakeholders, in particular:

Senior Leadership Team

- There will be a dedicated member of SLT responsible for EAL across the whole-school (Ms S Gill, Director of Education and Quality) who will ensure that the identification of EAL pupils, and that their needs are provided for and support is implemented; they will line-manage the Special and Additional Needs Intervention Coordinator and lead the implementation and evaluation of EAL strategies and policy. They will be responsible for home communications to the school’s EAL community
- Any adjustments to pupils’ curriculums or setting will be decided by the SLT EAL lead alongside the respective SLT Key Stage leads and with the appropriate data and information to inform any decision
- The SENCO will ensure that any additional SEND assessment and support is provided where a pupil may have both EAL and SEND needs
- The SLT and teachers will identify and lead the celebration of significant cultural events

Student Engagement Coordinator

- Assist in the support and integration of students with Special and/or Additional Educational Needs within the mainstream school



- Use assessment, screening and data to identify special and additional educational needs
School Policies/Staff Induction
- Develop and coordinate suitable intervention programmes for students within the SEND department and those with additional educational needs, such as EAL
- Work directly with small groups of students or 1:1, where appropriate
- Evaluate students' progress through a range of assessment activities and monitor students' participation, progress and responses to learning
- Maintain consistent records and pupil plans, which indicate the work carried out and the progress made by the named students and to provide regular feedback about the students supported to staff and parents
- Establish a supportive relationship with the children and parents concerned
- Encourage acceptance and inclusion of children with special or additional needs
- Participate in the evaluation of support and intervention programmes
- Provide support to staff in regard to the nature of appropriate differentiation for students
- Work with regard to the SEN Code of Practice
- Liaise, where appropriate, with external agencies
- Attend and participate in relevant professional development opportunities

Teaching Staff

- Teaching staff should ensure that they are knowledgeable of the EAL needs of their class
- Must utilise the EAL Assessment Log, Pupil Plans, and Reading and Spelling Age reports as well as information received from the LA or School to inform their teaching
- Teaching staff will not view EAL as 'low ability' and encourage pupils to embrace challenge as well as having high expectations, scaffolding and differentiating tasks accordingly
- Teaching staff should engage with CPD pertaining to EAL
- Quality-first Inclusive Teaching will be particularly impactful for EAL pupils, in particular, the following strategies will support all '**competent**' – '**fluent**' EAL pupils in the classroom and allow them to maximise their academic progress:
 - o Seating plans which strategically seat EAL pupils with confident and fluent English speakers, and near the front of the classroom to ensure regular check-in and sight of visual cues to support understanding
 - o Teacher instruction will be clear and concise
 - o Provision of word lists and glossaries – with translation where necessary - to support pre-teaching and task completion
 - o Writing scaffolds and frames will be provided, and writing will be modelled accordingly



- o PowerPoints and resources should make use of visual and audio cues and refrain from being over-complicated to reduce cognitive load and make meaning clear.
 - o Allowing the first language where necessary in supporting pupils to complete research or preparatory work that will then inform a later English-written assessment
 - o Making good use of speaking strategies such as modelling talk and repetitively using key vocabulary will support EAL pupils' language-acquisition
 - o Differentiating homework tasks and providing additional support to ensure these can be completed effectively at home and with – where necessary – parent/carer additional support
 - o Teachers will identify and reflect upon EAL needs in feedback to pupils that pertain to their additional language, e.g. inaccurate use of tenses
- Where pupils who have more significant need are in mainstream lessons, then further interventions will be needed such as more heavily translated and differentiated resources, the use of a tablet or software such as Google Translate or Say Hi, or further alternative provision
 - Teaching staff should maintain dialogue with the Special and Additional Needs Intervention Co-Ordinator and SLT EAL Lead to discuss additional concerns and seek advice and support. Likewise, if there is suspicion of underlying SEND concerns then these will be detailed also so that they can be explored too

Teaching Assistants

- Will support teaching staff and interventions by ensuring:
 - o they are knowledgeable of the EAL needs of the pupils they support – discussing with teaching staff as required
 - o they are utilising the EAL Assessment Log, Pupil Plans, Reading and Spelling Age reports as well as information collated from LA and schools to inform their teaching
 - o they will not view EAL as 'low ability' and encourage pupils to embrace challenge as well as having high expectations, scaffolding and differentiating tasks accordingly
 - o they reinforce and support the strategies implemented by teaching staff

EAL Classification Codes: DfE English Proficiency Scale



The Department for Education uses the following EAL classification codes.

A: New to English (require a lot of listening activities; basic classroom language; linking sounds and actions to meanings; emerging and basic oral expression; little or no written English skills; taking first steps in engaging with digital and written texts; completely new to new language; require considerable support; will make good progress as immersed in English at school)

B: Early Acquisition (developing autonomy in speech; greater competence in responding verbally; make sense of language at word and sentence level; use visual information to help decipher meaning; competence in producing simple sentences and paragraphs on specified topics; still require extensive support from teachers and peers in meaning making – competence is more important than accuracy (like Band A))

C: Developing Competence (show developing independence in basic skills needed to engage with learning; emerging competence in spontaneous communication; growing knowledge of grammar; greater confidence in communicating experiences; greater understanding of a wider range of genres – still require ongoing support which will focus more on accuracy and self-correction)

D: Competent (apply listening skills across a range of contexts; engage with curriculum-related reading actively and independently; greater written accuracy and fuller range of vocabulary and grammar)

E: Fluent (confidence in writing competently and accurately in a range of genres and subject areas; competence in fluent language; respond to spoken language with little hindrance – support should focus on independence and fluency and accessing more complex ideas)



Working with parents and carers

- Liaison with parents/carers is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL. To aid this partnership, the school will:
 - Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
 - Provided translated communications and confirm preferred modes of communication
 - Ensure the language used in letters to parents is clear and straightforward.
 - Ensure School Policies are in place and Staff Induction include relevant training.
 - Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
 - Encourage parents to attend parents' evenings and participate in school functions.
 - Invite parents to school events regularly
 - Encourage parents to become involved with homework
 - Utilise the School website to effectively communicate with parents/carers