



# ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

# EAL Policy

## (including EYFS)

**Approved by the Head of Inclusion:**  
November 2024

**Review annually.**

**Next review date:** September 2026

### About this Policy

This policy is part of our inclusion suite of policies, including the SEND Policy and the Teaching & Learning Policy (including More Able)

## **Rationale**

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils who are learning English as an additional language (EAL), this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We celebrate the fact that some of our children speak more than one language. In our school, the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

## **1.Scope**

This policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL), therefore raising pupil achievement and aspirations. It aims to promote:

1. Equality To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
2. Diversity To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.
3. Belonging and Cohesion To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

The objectives of the policy are:

- > To assist all EAL pupils to become fluent English speakers as quickly as possible.
- > To assist and support all EAL pupils in their acquisition of English language skills.
- > To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- > To develop rigorous monitoring, evaluating and review systems.
- > To ensure that the diversity in languages and cultures of our children and families are celebrated within school, leading to an enhanced feeling of belonging.

## **2. Definition**

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'have been exposed to a language other than English during early development and/or are exposed to a language at home (or in the community) that is known or believed to be other than English' (Department for Education, 2019).

EAL children 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 children will need varying levels of provision so that they can access all aspects of the curriculum.

### **3. We believe that**

- > EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum
- > The school environment promotes language development through the rich use of language, IT and visual prompts
- > EAL learners make the best progress within a whole school context, where children are educated with their peers (apart from where targeted, specialist intervention is required)
- > The school structure, pastoral care and overall ethos help EAL children integrate into the school whilst valuing diversity
- > Bilingualism is viewed as a positive and life-enriching asset, with many ALS pupils speaking multiple languages
- > Parents and prospective parents will be provided with the particulars of our EAL provision via this policy and an opportunity for further conversations

### **4. Identification and Assessment**

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each pupil. We use The bell Foundation EAL Assessment Framework assessment descriptors. This assessment framework consciously adopts a classroom-friendly, curriculum language integrated approach so that teachers can use the rating scales and the complementary materials for day-to-day informal assessment as well as more formal summative assessment. We assess against: Listening, speaking, reading & viewing and writing.

This assessment will take place through:

- > Information from the application form;
- > Information from parents/guardians;
- > Information from initial assessments and observations
- > Information from the previous school.

Assessment is undertaken as a partnership between the class teacher or mentor, a member of the Inclusion Team, the Assistant Head parents/guardians and pupil. Termly assessment of level of language acquisition will be carried out to ensure that given challenging bespoke targets to accelerate progress are in place and that interventions are personalised, time limited and are monitored to ensure accelerated progress. In assessment of EAL children,

## **5. Application & Tours**

At the initial meeting/visit to school with the Headteacher, families will have the chance to discuss EAL provision for pupils and the particular learning of the children. Where necessary, families can request a translator attends the tour to support or the relocation agent can work with the family (as often is the case).

Prospective pupils, where required, will be able to complete some of the assessments in their own language to support the best reflection of their learning and discussions can be held about specific, targeted support (individualised EAL lessons) should the Headteacher deem these necessary for admission.

## **6. Joining & Induction**

At the point of joining, pupils and families will be met by the admissions team in order to help them feel welcomed to the school. The induction will include:

- > A learning buddy for the child (ideally someone in the class / someone in school who speaks the child's language)
- > A further tour of the school
- > Baseline assessment

The class will be told about the child before their start date and will learn greetings in the child's home language.

## **6. Provision**

Learning support encompasses differentiated curriculum planning and resources to enable children to access the curriculum and make progress in their learning. School resources, including books and equipment in the Early Years will reflect cultural diversity and be in a variety of home languages. Teachers have responsibility for ensuring that children can participate in lessons. For pupils logged at A-C on the EAL scale, they will likely be receiving targeted, specialist support from a partner agency to help bring the child's English up to D as well as supporting immersion in the whole curriculum.

## **7. Monitoring and Recording**

It is the responsibility of the class teachers (with the support of the Inclusion Team) to maintain up to date records of EAL children in their class using the Bell Foundation Tracker. The EAL Coordinator collates information and arranges a baseline for EAL children and maintains a register of EAL children (identifying stages).

## **8. Special Educational Needs and Differentiation**

Some EAL children may have a special educational need and in such cases children will have equal access to school SEND provision, in addition to EAL support. EAL children with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.

## **9. Communication**

Where necessary outside of the usual cycle of reporting, Teachers will meet with parents on a termly basis to inform them of progress made and discuss strategies in place and how parents/carers can support their children. Where confidential information is being discussed a professional interpreter will be used if necessary. This will also apply to multi-agency meetings.