

Policy for supporting pupils with English as an Additional Language (EAL)

Approved by: The Rydal Academy LGB

Review frequency: 3 years

Date of last review: May 2025

Date of next review: May 2028

Aims and objectives

The purpose of this policy is to:

- define The Rydal Academy's approach to children with English as additional language (EAL)
- raise awareness of EAL
- support all EAL children so they can achieve to the best of their abilities
- promote multilingualism, national heritage and cultural diversity

Aims

- To support every EAL pupil to develop their understanding and communication in English
- To support every EAL pupil to develop effective reading and writing skills in order to fully access the curriculum
- To respect and value cultural diversity, multilingualism and educational experiences EAL pupils bring to The Rydal Academy
- To implement an explicit whole school approach to EAL learners and their education
- To apply suitable adapted support to pupils needs and English proficiency
- To make sure all staff are aware that education of EAL pupils is the responsibility of the whole staff
- To promote awareness that the better communication is in the mother tongue is the better competence in English is going to be / will be
- To encourage children to use and practise English language in a supportive and understanding environment
- To support EAL parents – by such means as translated communication, transition leaflets

Objectives

- To support each individual pupil to the best of their abilities
- To build each EAL pupil's self-esteem and well-being by holistic support, alongside a welcoming and understanding overall school's environment
- To support each pupil's self-esteem by judging them on their skills rather than English proficiency
- To offer appropriate support by assessing EAL children's skills and needs
- To support staff by equipping them in knowledge necessary to judge pupils' needs and progress
- To monitor EAL pupils progress in order to make decisions about curriculum planning and/or adaptive teaching

Definition

The Department of Education defines an EAL learner as:

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

This includes pupils who are fully bilingual and all those at different stages of proficiency in English. The Rydal Academy uses Bell's Foundation levels of English Proficiency to assess children's stage of development.

EAL pupils may be:

- newly arrived to the country with no English
- newly arrived to the country with some understanding of English
- newly arrived to the country from an English speaking international school
- born abroad, in a non-English speaking country, but moved to the UK before starting school
- born in the UK in a family who do not speak English at home
- born in the UK with the parents speaking English to a child but using a different language to communicate with each other and other adults
- born in the UK with one English speaking parent and the other parent speaking another language

School Ethos

At The Rydal Academy pupils, staff, parents and carers are able to develop their skills and knowledge collaboratively through highly productive relationships in an atmosphere of support, understanding and consistency.

That means that every pupil is supported to access a broad, holistic, and explicit curriculum, adapted to their abilities and needs. While English language is best learnt through the whole curriculum, we realise that it is not a one-off activity and it is everyone's responsibility to teach the English language across the school. The best progress is made when EAL pupils are integrated with their peers and have access to the whole curriculum offer.

Our aim is that every pupil entering our school will feel valued, supported and welcomed. When entering our school, each EAL pupil with little or no English will be given opportunities to be assessed and complete schoolwork in their home language. After settling in the new environment children will be assessed against English Proficiency Codes and offered activities, specifically adapted to them.

School Environment

To support EAL pupils within the school environment we will ensure:

- classrooms are socially and culturally inclusive.
- resources, policies and communications are accessible in the family's mother tongue.
- pupils see themselves reflected both ethnically and culturally in the resources used within the school.

Staff training and development

Staff will have regular access to training and development opportunities that will ensure:

- all teaching and support staff have knowledge about pupil's mother tongue, they can recognise their strengths, boost their self-esteem and encourage them to a smoother transition in becoming bilingual
- all staff are aware that it takes time to first start to understand and then to speak in a different language and even more time to become fluent in a 'spoken like language'
- all staff are aware that a spoken language does not go hand in hand with the academic language and spoken abilities cannot reflect the academic (reading or writing) abilities
- all staff are aware that additional support may be needed although even though a pupil may appear orally fluent

Admissions

On arrival at the school, whether it be at the usual point of entry (Nursery, Reception) or in-year admissions:

- Individual needs will be collected and reported to the Headteacher, class teacher and EAL support by the Admissions Officer
- Where possible, information about pupil's academic levels will be collected as soon as possible (if possible previous grades, certificates etc) from the previous school
- Within the first half-term an English proficiency assessment (Bell's Foundation levels of English Proficiency) will be carried out and a proficiency code will be assigned to each pupil
- Each EAL pupil will receive a welcome pack which includes basic information, survival language and support on the first day in school

Curriculum, teaching and learning

All EAL pupils will follow the whole school curriculum. Some pupils may be withdrawn for short periods of time to access a language intervention and/or phonics sessions.

Staff will/may support learning English in various ways:

- by translating work/using bilingual worksheets
- by enriching the environment with visual scaffolds

- by planning and preparing adapted worksheets
- by setting appropriate expectations; by monitoring progress
- by recognising all EAL pupils' needs including awareness that they may require more processing time or a scaffold to answer
- by securing and creating opportunities for talking and making sure that talking activities always precedes writing tasks
- using EAL support and resources already existing in school
- providing in class support through supporting adults or peers

Monitoring and review

The Rydal Academy Local Governing Body will regularly monitor and review this policy to ensure guidance is kept up to date with research informed best practice and to reflect systems and routines within the school.

Related policies

Northern Arch Learning Partnership Single Equality Scheme and Equality Objectives

The Rydal Academy Accessibility plan

The Rydal Academy Teaching and Learning Policy

Northern Arch Learning Partnership Curriculum Policy