



LORD LAWSON OF BEAMISH ACADEMY

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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Definition of English as an Additional Language (EAL)

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

DfE: Schools, students and their characteristics, June 2019

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

Aims

At Lord Lawson of Beamish Academy, we are committed to high quality, inclusive teaching and learning to raise standards of achievement for all our students.

We aim to:

- Welcome the cultural, linguistic, and educational experiences that students with EAL contribute to the school
- Ensure strategies are in place to support students with EAL
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL
- Assess the skills and needs of students with EAL
- Gather accurate information regarding children’s backgrounds, cultures, and abilities
- Equip teachers and support staff with the necessary skills, resources, and knowledge to support students with EAL
- Use all available resources to raise the attainment of students with EAL
- Systematically monitor students’ progress and adapt policies and procedures accordingly
- Maximise opportunities to model the fluent use of English
- Ensure students with EAL are acknowledged for their skills in their own languages
- Ensure that all students are enabled to have access to a broad, balanced, and relevant curriculum

It is essential therefore, that all students with EAL at Lord Lawson are ensured an equitable experience through the additional support and provision the school offers. We seek to ensure that this is achieved as quickly as possible so that all our



students participate in the same school experience and curriculum. Research suggests that those new to English will acquire conversational fluency within two years but will need five years or longer to achieve competence in academic English.

However long students require additional support for, the school will ensure it is suitably in place.

Students with EAL may be/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
- Born in the UK, but in a family where the main language is not English

Students with EAL will need varying levels of provision.

EAL is not a Special Educational Need and should not be – and is not – defined as so at Lord Lawson of Beamish Academy.

DfE Guidance

The DfE expect that effective teaching and learning for students with EAL happens through the delivery of the curriculum:

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

The ability of students 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 students develop their English and should aim to provide the support students need to take part in all subjects.’

DfE: The National Curriculum in England, December 2014

Teachers’ 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 students”. Students with EAL are mentioned specifically in Section 5: ‘Adapt teaching to respond to the strengths and needs of all students’, but there is relevance to teaching and learning for students with throughout the standards.



Standard 5 states that teachers should:

“...have a clear understanding of the needs of all students, 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, expects teachers 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”

DfE: Teachers’ Standards Guidance for school leaders, school staff and governing bodies, July 2021



Roles and Responsibilities (Appendix 2)

The education and development of students with EAL is the responsibility of all stakeholders.

Teacher responsible for students with EAL

The teacher responsible for students with EAL is Mrs H Potter. Her responsibilities include:

- Co-ordinating the efficient timetabling of students with EAL
- Overseeing the assessment and targets of students with EAL
- Ensuring the procurement and appropriate use of resources to support students with EAL
- Aiding staff in effective communication with parents and finding translators where appropriate
- Exploring various possibilities to ensure important information is shared with parents

Teaching support for students with EAL

The school employs an HLTA to work with students with EAL and will help to provide support.

The responsibilities of the EAL HLTA are:

- The induction of newly arrived students
- Conducting initial assessments of students with EAL
- Teaching small groups of students with EAL
- Providing classroom support
- Liaising with teaching staff
- Advising on strategies to support and include students with EAL
- Providing advice regarding inclusive curriculum materials
- Advising on ways to differentiate work for students with EAL
- Encouraging and supporting students to maintain and develop their first language
- Facilitating students' use of first language national examinations
- Developing relationships between the school and parents of students with EAL
- Securing and providing training to ensure staff development, including in-service training courses
- Acting as consultant to staff on language-related issues
- Acting as consultant to staff on equal opportunity and race equality issues

Teaching Staff

All teachers have a responsibility to ensure the development of students with EAL. They will meet this responsibility by:



- Ensuring that they are knowledgeable of the EAL needs of their class through the use of EAL passports
- Not viewing students with EAL as 'low ability' and encouraging students to embrace challenge as well as having high expectations; scaffolding adapting, and differentiating tasks accordingly
- Providing a good model of spoken English
- Where possible, using a variety of types of text to explore their subject and through the varied use of English
- Ensuring the inclusion of students with EAL in their classrooms
- Creating seating plans which strategically seat students with EAL 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
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student

Teaching staff should engage with CPD pertaining to EAL

Quality-first adaptive teaching will be particularly impactful for students with EAL, in particular, the following strategies will support all 'competent' – 'fluent' (Band C+) students with EAL in the classroom and allow them to maximise their academic progress:

- Seating plans which strategically seat students with EAL 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
- Teacher instruction will be clear and concise
- Provision of word lists and glossaries – with translation where necessary – to support pre-teaching and task completion
- Writing scaffolds and frames will be provided and writing will be modelled accordingly
- 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
- Allowing the first language, where necessary, in supporting students to complete research or preparatory work that will then inform a later English written assessment
- Good oracy strategies such as modelling talk and repetition, using key tier 2 and 3 vocabulary, will support students with EAL language-acquisition
- Differentiating homework tasks and providing additional support to ensure these can be completed effectively at home and with – where necessary – additional support from parent/carer
- Teachers will identify and reflect upon EAL needs in feedback to students that pertain to their additional language, e.g. inaccurate use of tenses



Where students have particularly low levels of English, further interventions will be needed such as more heavily translated and differentiated resources, the use of an iPad or software such as Google Translate or the APP “Say Hi”.

- www.wikipedia.org - good for background reading in home language (choice of languages down left-hand side) and in English with key vocabulary highlighted
- www.simple.wikipedia.org – simplified English so even better for new arrivals (range of material not as wide as in Wikipedia)

For further classroom strategies: [EAL-Toolkit- To support EAL Learners.pptx](#)
For further strategies for each EAL proficiency code: [Classroom-Support-Strategies-Secondary-Settings-1 \(1\).pdf](#)

Inclusion

- Where a student with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. The induction period typically lasts six weeks but may vary depending on students’ progress
- In-class support and small group work is utilised as soon as the student can be successfully integrated into the classroom environment. The student will still spend time with their intervention teacher on a regular basis

Pastoral

- Ensure all new students with EAL are identified as part of year 7 transition or later starting points and share this information with the EAL Lead
- Ensure new students with EAL have peer buddies in their tutor groups and sets with strong oracy skills; advising staff that these students should be sat together as supportive talking partners near the front of the classroom so that gesture and other aspects of communication can be clearly seen
- Ensure form tutors and new class teachers are aware of the background of all new students with EAL, using the information gathered at the initial meeting and the EAL passport
- Encourage tutors to embrace the increased diverse cultural experiences in their tutor group accordingly and as appropriate. This might involve taking time to formally introduce the new student, encouraging tutees to learn more about their heritage, and learning basic greetings in the new student’s first language, as examples
- Share the extra-curricular guide and encourage students to sign-up for clubs to support the development of their social language and to encourage



integrating and socialising with a large number of students. Encourage students who may be reticent to join or may appear isolated

- Foster good relationships with the school's EAL parents and carers – particularly those with limited English - use of the "Say hi" app may facilitate this.
- Determine if parents/carers require support in accessing school communications such as documents letters and emails and notify H Potter if documents require translation. A central log will be kept of these
- Closely review parents' evening's – and other events – signing-up and offering further assistance and information for students and parents/carers to encourage participation. For older students, particularly KS4 and 5 new starters, liaise with Careers Lead to ensure post-16/18 provision and careers support is tailored to need.

Special Educational Needs and/or Disabilities (SEND)

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school. A proportion of students with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage.

Assessments of SEND of students with EAL will involve EAL specialists along with SEND specialists. Where appropriate, the school will arrange an assessment in the child's first language.

SEND support will be decided on an individual basis in the manner outlined within the school's SEND Policy. The school will ensure that the parents or carers of a student with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Monitoring progress

The monitoring of students' progress is shared between all teachers, both mainstream and EAL support

Individual EAL passports are updated following assessments and reviewed on a termly basis to identify and address problems

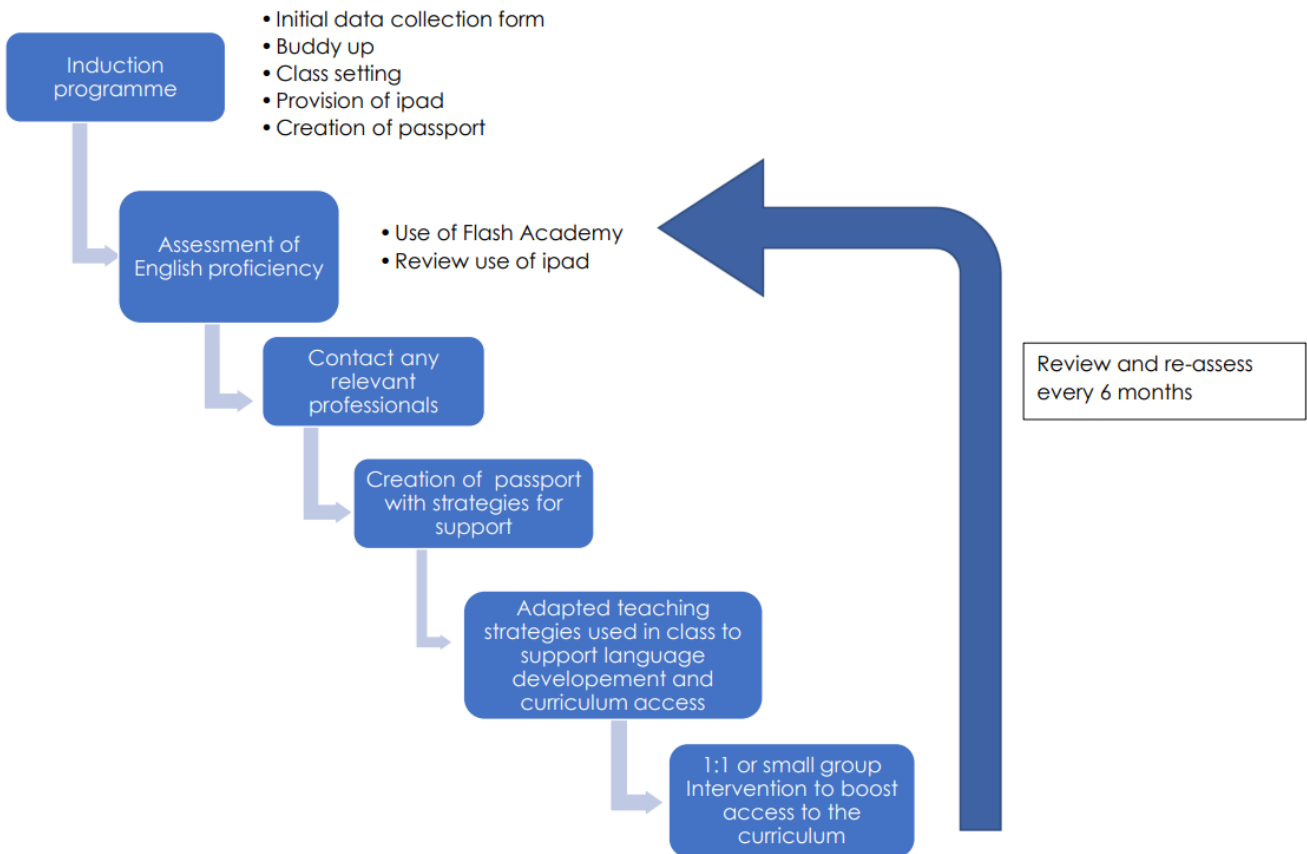
Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability

Assessment and Data

All new starters to Lord Lawson – in Year 7 or subsequent in-year transfers – are assessed using Flash Academy (where appropriate) or NGRT Reading and Spelling Age Assessments. Students will be assessed on their level of English using the DfE English Proficiency Scale (Appendix 1).



Assess, Plan, Do, Review - EAL Cycle





Resources and Interventions

The following resources may be deployed to support students with EAL in the classroom and with their wider learning depending on the extent of their need:
iPads

- Reading Pens
- Google Translate or Say Hi translation software
- Bilingual dictionaries
- Bilingual texts
- www.bell-foundation.org.uk for adapted resources
-

The following academic interventions will be provided according to need:

- 1-1 literacy interventions (primarily reading and phonics)
- Small group guided reading and phonics interventions
- Additional time accessing The Hub
- Curriculum adjustments
- Homework adjustments
- Setting changes

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
- Provide translated communications and confirm preferred modes of communication
- Ensure the language used in letters to parents is clear and straightforward
- 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



Appendix 1

EAL Classification Codes: DfE English Proficiency Scale

The Department for Education uses the following EAL classification codes. These are the reference points for students' EAL passports.

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 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)



Appendix 2

Initial Roles and Responsibilities

Initial meeting - AP/EAL HLTA

Establish:

- reason for arrival in UK (does this require an external professional involvement?)
- previous educational experience in first language
- subjects previously studied
- languages spoken at home
- level of English of the student
- level of English at home
- creation of passport

Pastoral

- find a few buddies
- explain to buddies their role and get them to complete the
- induction sheet to complete with the new student

Data

- initially place in top sets if not fluent in English
- consider if going down a year may be more appropriate (KS4)
- is a foreign language appropriate? Could they work with the HLTA/ Flash Academy
- do we offer them functional English and or Maths

Curriculum

- Subject Leaders and Year Leaders made aware of new arrival
- use of passport - (created in the initial meeting)
- share core vocabulary for each unit with the student to translate
- allow student to plan and take notes in own language initially

EAL Support

- induction programme
- liaise with teaching staff
- find a buddy who speaks the language
- check-in regularly



Appendix 3

Initial parent meeting

SUPPLEMENTARY QUESTIONS FOR EAL ADMISSIONS

The use of an interpreter may be invaluable to access this information

Personal Information			
Pupil name			
Country of origin			
Religion			
First language			
Place of birth			
Date of arrival in UK			
Estimated length of stay			
Permanent/temporary?			
Immediate family in UK			
Immediate family in own country			
Siblings	Names Ages		
Schools attended by siblings			
Level of spoken English	Father weak/average/good	Mother weak/average/good	
Level of written English	Father weak/average/good	Mother weak/average/good	
Is a family friend available to interpret?	Yes	No	Contact details
Previous Education			



Nursery YES/NO	Age	Years/months	Place
Primary YES/NO	Age	Years/months	Place
Secondary YES/NO	Age	Years/months	Place
Level of literacy skills in first language	Good	Average	Weak
Level of numeracy skills in first language	Good	Average	Weak
Dictionary skills	Yes	No	

Subjects studied in last school year		
School report available	Yes	No
Parallel curriculum being followed?	Yes	No
Curriculum strengths		
Curriculum weaknesses		
Knowledge and use of ICT (computer/internet)		
Hobbies/sports/interests		
Dietary information		
Health information		
Attend assemblies	Yes	No
RE lessons	Yes	No
PE dress restrictions	Yes	No

Notes for Key Stage 1 and 2

As well as parents' names, find out **all** the names of people/carers likely to collect pupil and explain school's legal position linked to children walking home and being left at home.

Supplementary questions for asylum seekers or refugees Find out if the child has experienced any trauma or stress.

Assess if there a need for supplementary support from CAMHS or Educational Psychology Service.



Supplementary questions for new arrivals at Key Stage 4

Find out pupil's future career plans.

Contact the Connexions advisor to discuss possible options with pupil including access to ESOL courses.

English Levels

It is useful to assess the parents' level of English when they arrive in school, pre-interview and during the interview stage.

Good = fluent with some literacy skills in English

Average = able to communicate at an everyday level

Weak = very little English