PINEWOOD

Est. 1875

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

A Whole-school Policy including EYFS

This document is written with reference to:

- NALDIC guidance for schools
- The Bell Foundation's EAL Assessment Framework for Schools (Sept 2017)
- Admissions policy
- Curriculum policy
- Monitoring & Evaluation policy
- Equal Opportunities policy
- Special Educational Needs & Disabilities (SEND) policy
- Enrichment policy

This policy is monitored by the Head of SEND & EAL. It will be reviewed annually.

Introduction

At Pinewood, we celebrate the fact that a number of our children speak more than one language and the diversity that this can bring to the school environment. We also recognise that this means that these children may have particular learning requirements linked to their progress in learning English as an Additional Language (EAL), which may affect all areas of the curriculum.

Definition

EAL is defined as when a pupil's L1 (mother tongue) is not English.

Aims & Objectives

Through this policy, we aim to:

- help staff to be aware of, and to be able to meet the needs of, children for whom English is an additional language (EAL), and also of those who may be exposed to

another language at home, even though English is their first language.
- Develop a pupil's fluency in, and knowledge and appreciation of, the English language, with the aim of bringing it up to the standard that might be expected of their peer group, and to enable them to feel comfortable and confident with their peers.
- Ensure proper educational integration, so that a pupil may access all the opportunities available at Pinewood.
- Maintain an up to date register of pupils with EAL (via the 'SEN Snapshot' and the SEND Report on the school's information management system, iSAMS).
- Provide appropriate in-class or additional support to pupils with EAL, as required.

Provision

Provision for those with EAL is dependent on the language level of the individual. Pupils with EAL who are at the early stages of speaking English may need additional 1:1 or specific support in class. 1:1/small group support may be provided by Learning Skills staff, as appropriate. More advanced learners of EAL can usually be supported within the classroom. For younger pupils, often simply immersing them in English in their classroom can make a significant and rapid difference. All pupils are monitored to ensure that the provision matches their needs.

We are mindful that EAL needs may surface as pupils progress with their education; when required to access complex texts for Common Entrance for example. However, we are also aware that many pupils with EAL will have no language support needs during their time at Pinewood.

In order to ensure good educational integration, the following strategies are employed:

- Pupils with EAL are made to feel welcome and valued.
- Pupils with EAL have access to all lessons, activities and opportunities at Pinewood.
- To heighten staff awareness, pupils with EAL (and children who are regularly exposed to another language) are featured on the 'SEN Snapshot' and highlighted with a grey star on the SEND Report on iSAMS and relevant notes are recorded. There is a note to point out that EAL is NOT indicative of SEND.
- EAL Support Plans are created for EAL pupils as appropriate. These contain strategies and advice for teachers to help them to support their EAL pupils effectively.
- Routines are established, buddies/mentors used to provide peer support, and visual prompts and timetables employed, as appropriate.
- Visual aids are used to support understanding e.g. pictures, photographs, posters, maps, charts, key vocabulary.
- Teachers provide a variety of speaking and listening opportunities, with adult and peer models, to ensure that pupils develop their vocabulary and sentence structure.
- Teachers provide opportunities for speaking and writing for a variety of purposes, providing appropriate scaffolding and identifying significant features of different

genres.
- Appropriately targeted and constructive feedback is given.
- Talking is used effectively to support practical and written activities.
- Teachers ensure that key vocabulary and technical terms are explained clearly, using visual aids where necessary.
- ICT is used, where appropriate, to enhance understanding. A laptop may be provided if appropriate to allow the pupil to access online dictionaries/translators if needed.
- Specific additional provision for pupils with EAL is made on a need by need basis.
- Close liaison with parents is established and maintained.

Assessment

- The language level of pupils with EAL is assessed on entry to the school through class-based observation and assessment.
- EAL assessment is an ongoing process. Until a child is considered to be fluent, their progress is monitored each term, utilising the Bell Foundation's EAL Assessment Framework for Schools.
- As pupils progress through the school, reading, spelling, comprehension, maths and verbal & non-verbal reasoning skills are assessed in the same way as their peers.
- The attainment of pupils with EAL is monitored to ensure that their progress is comparable with that of their peers and that any needs arising are addressed appropriately.

Special Educational Needs (SEND) & Enrichment

A clear distinction is made between pupils with EAL and those with Special Educational Needs. Most do not have SEND, however, should SEND be identified, pupils with EAL have equal access to the school's SEND provision. Similarly, pupils with EAL have equal access to the school's Enrichment programme.

Resources

We currently use the Twinkl 'Plan it' EAL assessment to ascertain the level of English of pupils on entry, and to ensure that we have appropriate support in place.

We also use the Bell Foundation's EAL Assessment Framework, which enables us to use descriptors to monitor the progress of pupils' English on a termly basis.

The school libraries hold a wide range of fact and fiction books which represent and celebrate cultural diversity. There is also a selection of dual language books kept in the Pre-Prep library and classrooms, sourced from the Mantra Lingua website. Further resources may be obtained through the school's librarian and from the Swindon and Wiltshire Resource Centre.

The school's French Department subscribes to the online 'Linguascope' programme, which may also be utilised to aid English language learning.

APPENDICES

1. **Roles and Responsibilities**

- The role of the **Head of SEND & EAL** is to:-
  - coordinate the provision made for those children with EAL
  - provide guidance and support to teaching staff
  - liaise with staff and observe pupils where an EAL concern is raised
  - seek parental permission to assess a child, where appropriate
  - liaise with parents and staff on the outcomes of any assessment
  - support staff in implementing any strategies or interventions putting in place an EAL 'Support Plan' if needed with specific guidance/teaching strategies
  - review the progress of children with EAL termly, until fluency is achieved
  - respond to parents, children and staff who ask for support or advice

- The role of **teaching staff** is to :-
  - be familiar with the SEND Report on iSAMS and use it to highlight those children with EAL
  - approach the Head of SEND & EAL with any EAL concerns
  - alert the Head of SEND & EAL regarding any ongoing concerns through the EAL Concern form; ensure parents are also aware of any concern
  - liaise with Head of SEND & EAL & parents regarding the need for & outcomes of any EAL assessment
  - work with the Head of SEND & EAL to put in place suitable strategies and interventions
  - review the effectiveness of those strategies and interventions and plan accordingly

- The role of **parents** is to :-
  - share any information regarding EAL or an additional language spoken at home
  - support staff, as appropriate, in implementing any strategies to understand, encourage and develop their child's English language learning
  - approach the teaching staff or Head of SEND & EAL at any time for support, advice, discussion of their child/ren's progress or with a concern or complaint

Reviewed: September 2026
Reviewed by Hatty Davies, Head of SEND and EAL
Next Review Date: September 2027