

# English as an Additional Language (EAL)

## Statement of Intent



### What is the definition?

A student's first language is not English when the student:

- has been brought up using a language other than English during early development, and
- continues to be exposed to this language in the home and / or in the community.

EAL students are not considered to have a 'Special Educational Need' but are seen to benefit from the ability to live and learn in more than one language.

### Ethos and Principles

- We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage.
- We aim to include all students and parents/carers in our academy by respecting that diversity and reflecting it in our academy environment, curriculum, learning resources and partnership with parents/carers.
- We welcome the enrichment that linguistic and cultural diversity brings to our academy community.
- Language is central to our identity. Therefore, the home languages of all students and staff should be recognised and valued.
- EAL students are entitled to the full academy curriculum programmes of learning and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- The routine and prolonged withdrawal from mainstream education of young people with EAL is not recognised as good practice and does not promote rapid

language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, targeted interventions and differentiation of the usual academy curriculum.

## **Admissions**

- No student will be refused admission because of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other pupil applying for an academy place. Where parents/carers do not speak English, we endeavour to provide oral and written information and help in their first language which will support the admission process and provide key information about our academy. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

## **Identification**

On admission, we work closely with previous schools, professionals and parents to identify the needs of students.

- Where appropriate we will use an initial assessment of EAL using QCA<sup>1</sup> 'A Language in Common' to record stage of language acquisition where it is below English National Curriculum Level 2.
- A further first language (mother tongue) assessment may be applicable where a Special Educational Need or Disability (SEND) is known or where further information needs to be gathered in the student's first language.
- Progress of EAL students will be monitored against the five codes<sup>2</sup> of EAL proficiency and against National Curriculum indicators.

## **Provision**

Students with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Quality First Teaching and, where appropriate, intervention from the Learning Support Team.

The following provision can be expected:

- Students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed. Students will not be placed with SEND students unless SEND is indicated on entry.

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<sup>1</sup> QCA – Qualifications and Curriculum Authority

<sup>2</sup> <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/levels-of-proficiency-in-english/>

- Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Where necessary, differentiated homework will be provided to enable the students to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Assessment for EAL students will be in line with the academy assessment and reporting policy but consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.
- Additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis; peer group support; pre-teaching of key concepts and vocabulary; and, where appropriate, assistive technology.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their education. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Provision will be recorded and monitored for effectiveness using the academy's provision mapping, in line with standard practice for all vulnerable learners in the academy. The pupil will not be placed on the SEND register for reasons of EAL.
- Exams access arrangements will be applied in line with exam regulations for student who are new to English and have been in the country for less than 3 years.

### **Parental/carer support**

- We recognise that some parents/carers who are learning English may find it difficult to communicate with the academy and approach the academy regarding any concerns they may have on their child's progress.
- We endeavour to fully include EAL parents/carers in the life of the academy by, wherever possible, providing interpreting facilities at parents' evenings and other academy meetings and by providing key academy information in translated format.

## **Appendix 1: Teaching Strategies**

Teachers at Bristol Brunel Academy (BBA) are expected to support students with EAL by appropriately using the following strategies:

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, more complex language and comprehension skills will be developed.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.