



CROSFIELDS SCHOOL

English as an Additional Language - Educational Provision and Welfare Policy

Policy Owner: EAL Coordinator

Approved By: Head

Updated: 1 April 2025

Next Review Due: By April 2026

References:

SEND Policy

Admissions Policy

Equal Opportunities Policy

Curriculum, Teaching and Learning, and More Able Learners Policy

For the purpose of this Policy, pupils considered EAL are those whose first language is not English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. This may or may not impact on a pupil's learning development but where it does, the following steps will be taken to support EAL learners within the school.

We believe that all pupils have a right of access to a broad, balanced and differentiated curriculum regardless of English Language proficiency. We value the linguistic and cultural diversity of the people in our school and the wider community. Pupils with EAL may well have no particular learning difficulty in the sense that they have special educational needs. Some pupils have both EAL and also special educational needs or disabilities.

Aims and Objectives

To close the achievement gap between pupils with English as their home language and those with English as an Additional Language within the times and resources available to us.

- To identify pupils who have English as an Additional Language.
- To monitor their progress.
- To ensure that the teaching encourages all EAL pupils to progress academically and to intervene should this progress fall below expectations.
- To ensure that all EAL pupils are fully integrated into school life.
- To monitor the social, emotional and behavioural welfare of EAL pupils.
- To communicate with parents and support language development at home.

Good practice

- The names of pupils who have English as an Additional Language will be placed on the EAL register.
- On application and/or entry to school an initial assessment of the pupil's needs will be made. If it is felt that more specialist teaching may be needed, on entry, this will be discussed with parents and may form part of the offer of a place. If it is felt that the need can be catered for within the classroom, then planning and target setting will take place in each lesson if necessary. Curriculum areas will detail how the needs of EAL pupils are met in curriculum documentation.
- Pupils receive relevant induction where they feel welcomed and supported. The form tutor will ensure a pupil mentor is appointed to look after the new pupil and assist with his/her induction into the daily routine. For EYFS pupils, the opportunity to meet native speakers of their own language or read/play with resources from their own base language are made available.
- Receive help coping with learning in all subjects.
- Those pupils who have EAL needs will be discussed in staff meetings and pastoral meetings.

Teaching and Learning

EAL support takes place within mainstream lessons and within all subjects. It is primarily about teaching and learning language through the context of the whole curriculum.

We aim to make personalised provision for pupils who have EAL to ensure they learn and reach a good standard in English Language. Increased provision is deemed appropriate after support has been given following identification, monitoring and assistance within the classroom. Over time a more in-depth scrutiny of test results and general language development will be undertaken. In regular conversation with the parents and class teachers and where specialist EAL teaching is deemed appropriate, a language screening will be carried out by the EAL Coordinator to determine an entry level for specific and targeted support.

EAL lessons are organised by the EAL Coordinator, and specialist EAL teachers are available in school. EAL lessons are taught by the EAL Coordinator or one of our Peripatetic EAL Teachers. EAL lessons will incur additional cost to parents and as such the level of support will be discussed directly with parents. The EAL Coordinator will liaise on a regular basis with the SENCOs, Learning Empowerment Team (LET) and form teachers to ensure that those having 1-1 or group EAL lessons have this linked to their curriculum needs. The EAL teachers will also provide written feedback for parents, on progress, alongside whole school reports.

Work from across the curriculum should be considered when judging the overall level of achievement in speaking, listening, reading or writing. It is important that judging cognitive ability is not masked by limited competence in English.

EAL pupils will be given every opportunity to progress through the curriculum which matches their cognitive ability. Difficulties with language acquisition will be taken into consideration to support the welfare of the pupil.

EAL or SEND

Some pupils may begin to show signs of having more difficulty in accessing the curriculum and may be placed on the SEND Register. Therefore, they will be monitored in the following ways:

Triggers for concern:

- Language acquisition progresses below expected levels.
- Unusually slow work rate compared with peers.

- Little response to peer or teacher intervention.
- Specific weaknesses in English language development.
- Poor listening and attention skills.
- Specific weaknesses in English literacy skills.
- Gap between CAT scores and reading ability.
- Very low baseline assessment.
- Poor ability in first language.
- Inability to acquire basic number concepts.
- Parent expressing concern over pupil's school progress.
- Emotional and behavioural difficulties.

This Policy also applies to EYFS.