



**SOUTH LINCOLNSHIRE ACADEMIES TRUST  
(SLAT)**

**EAL Policy**

**Aspire - Challenge – Achieve**

<b>Owner</b>	<b>Approval</b>	<b>Date Approved</b>
K Joel		September 2024
<b>Policy Type</b>	<b>Date of Next Review</b>	<b>Approved by</b>
Trust Wide	September 2025	Chief Executive Officer

## Introduction

The purpose of this policy is to outline the trust's approach to identification and meeting the needs of pupils who are classified as having English as an additional language. Our approach aims:

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure that EAL pupils reach their full potential.
- To encourage EAL students take a full part in all aspects of school life.

In defining EAL we have adopted the following definition: ‘

“An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.”

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

As such we recognise that provision will be different for each EAL student. Our primary principle however is that EAL learners make the best progress within a whole school context, where pupils are educated with their peers and that, except in cases where it would be detrimental to the student, extensive withdrawal from the curriculum is to be avoided.

Our intention is that the school structure, pastoral care and overall ethos should help EAL pupils integrate into the school whilst valuing diversity. We wish to create a culture where Bilingualism is viewed as a positive and life enriching asset.

## Identification of Needs

Students' level of need for support/intervention is assessed using the CEFER (**Common European Framework of Reference for Languages**) which places students' competency in English at one of 6 levels:

Level		General description
Proficient user	C2	Mastery Highly proficient – can use English very fluently, precisely and sensitively in most contexts.
	C1	Effective Operational Proficiency Able to use English fluently and flexibly in a wide range of contexts
Independent user	B2	Vantage Can use English effectively, with some fluency, in a range of contexts
	B1	Threshold Can communicate essential points and ideas in familiar contexts
Basic user	A2	Waystage Can communicate in English within a limited range of contexts
	A1	Breakthrough Can communicate in basic English with help from the listener

We consider that students who have achieved the level of B2 have sufficient language skills to achieve academic success with quality first teaching and in-class differentiation.

Students will be assessed on entry to the school by the EAL department (either on entry in Year 7 or as part of our mid-year admissions process) and for students whose English is level B1 or below will be given a bespoke package of intervention which may include:

- Allocation to a tutor group with a 'buddy' student who speaks the same language.
- In Key Stage 3, withdrawal for small group ESOL tuition with a specialist teacher.
- In Key Stage 4, replacing one GCSE/BTEC option with ESOL tuition.
- A short period of time of intensive tuition and support in the EAL department.

## **Ensuring academic progress**

### **Quality first teaching**

For all of our EAL students, whatever their level of ability in English the majority of their curriculum time will be spent in the classroom and we have a number of strategies in place to ensure the progress of our EAL students is maximised, namely:

- Considered setting in core subjects. We aim, where possible, to place students in sets which reflect their academic ability rather than their level of English even if this means that they initially need a great deal of differentiation to access the curriculum.
- Regular review of their sets and recognition that targets will need reviewing for these students as initial target setting may have been completed at an early stage of language acquisition.
- Support and training for staff in providing effective differentiation for EAL students.
- Temporary or longer term buddying with another student who has the same home language.
- Entry for home language GCSE exams where available.
- Additional support and guidance regarding careers and higher/further education.

### **ESOL teaching**

For students with English of less than level B2, their learning may be supported by:

- Small group teaching with specialist staff.
- Regular assessment and feedback.
- Re-assessment against the CFER standards to plan for future intervention.
- Entry for functional skills English if appropriate.

In addition, we recognise that some EAL students may have additional SEND needs. EAL staff will monitor students' progress carefully and will refer students who are not making expected progress to the SEND department.