

EAL Policy

Definition

The Department of Education uses the following definition for EAL: "A pupil's first language is defined as any language, other than English, that a child was exposed to during early development and continues to be exposed to in the home or community."

It is important to note that for almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

EAL pupils are entitled to the full range of curriculum areas and all Balance Alternative Provision staff have a responsibility to support the pupils with their English language learning.

Intent

- 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 pupils for whom English is an additional language.

Provision

During the referral process, the individual needs of all pupils will be identified through the initial interview and through the exchange of information with the referrer and others involved with the student. The Head Teacher will discuss with the referrer, parent/carer, student and any other relevant agencies the exact day to day impact of the needs identified.

Guidelines

Balance Staff will:

- Promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- Identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- Promote and encourage the development of the pupil's first languages in order to facilitate concept development in tandem with their acquisition of English.
- Provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- Use key visuals and other strategies to support pupil's access to the curriculum.
- Actively liaise with parents/carers to help them to support their children's learning.
- Facilitate parent/carers' access to meetings with Education staff by ensuring there is someone available to translate.

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- Ensure the referrer has sought first language assessment to ensure the accurate identification of SEN.
- Monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- Provide all staff with the knowledge and skills for teaching EAL learners.
- Acknowledge that language is central to our identity, staff will recognise, value and celebrate the home languages of all pupils.
- Identify the demands of learning tasks and include these in planning.