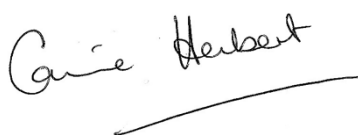|	
Policy title	**English as an Additional Language**
Policy owner	Louise Fisher (Headteacher)
Version	1.03
RBET-Norfolk approving body	Red Balloon Educational Trust
Date of meeting when version approved	22nd July 2024
Signed: _(signature)_ Date:9th September 2024	
Date of next review	September 2025

Policy contents

Definition

The government definition of a bilingual learner is that it refers to 'a first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (DfE).

'This therefore includes children who are bilingual or have been born in the UK but have also been exposed to another language at home. Irrespective of competency in English, a child should be classified as EAL if they have had exposure to another language and they continue to be exposed to it. (NCC)

(Source: [Norfolk Schools](#)*)*

Aims

RBET-Norfolk aims to ensure that all its EAL students are able:

- to use English confidently and competently;
- to use English as a means of learning across the curriculum;
- to be fully included into the life and work of the Centre;
- to engage positively with education.

Objectives

Our objectives are to:

- to identify and assess an individual learner's needs as soon as possible;
- to acknowledge the importance of all our students' home language(s) and to build upon their existing skills and knowledge;
- to make use of our students' knowledge of other languages;
- to ensure that our students, their parents[1] and their families are all involved in the process;
- to promote a whole-school responsibility towards our EAL students;
- to ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area;
- to make appropriate use of external agencies.

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[1] Wherever the term "parent" is used in the policy, it means any person with parental responsibility for the child or young person.

Management and Administration

Whole-school approach

English as an alternative language is addressed by staff in all areas. Students will be given the opportunity to sit an external examination in their first language in order to build their confidence.

Documentation

All EAL documentation and records are maintained by the SENDCO (Special Education Needs and Disabilities Coordinator) and are confidential to the parents and to those members of staff associated with the EAL students' learning.

Partnership with parents

We aim to work closely with the families of our EAL students, encouraging them to become involved in school activities.

Parents will be regularly informed of their child's progress and will be invited into the Centre to discuss any concerns.

Procedure

Information will be gathered about:

- the student's linguistic background and competence in other languages;
- the student's previous educational and schooling activities and, where appropriate, the family's biographical background;
- the student's level of English, using the EAL scales.

Strategies to ensure access to the curriculum

Access to the curriculum will be enabled by:

- referral to external agencies, if necessary;
- initial direct teaching to aid acquisition of English;
- use of bi-lingual resources, such. as dictionaries, on-line support, Key Word lists;
- collaborative group work and peer support;
- enhanced opportunities for speaking and listening;
- appropriate support across all areas;
- additional visual support;
- the use of writing frames
- regular feedback from staff
- access to ICT support materials.

Monitoring

The EAL student's acquisition of English will be monitored using EAL scales.

Attainment in curriculum areas will be monitored by means of:

- termly PIPs (pupil individual progress sheets);
- discussion with staff;
- regular student achievement records.

Funding

Funding triggered by data from the October census is available for EAL children from Norfolk County Council in their first three years after arrival in the UK.

Resources

The range of resources used to support EAL students' linguistic development includes games, differentiated work sheets, keyword lists, bi-lingual dictionaries and computer software.