

## ETON ACADEMY

### English as an Additional Language (EAL) Policy

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#### 1. Introduction

- 1.1. The purpose of this policy is to detail Eton Academy's methodology for identifying and addressing the needs of students who are identified as English as an Additional Language (EAL) learners. Eton Academy conducts its educational programs in English, and a stipulation of the admissions process is that all students admitted must be capable of fully engaging with the complete curriculum provided, with the provision of EAL support where necessary. The SENCO (Special Educational Needs Coordinator) will be responsible for overseeing EAL provisions for the academic year 2025-2026.

#### 2. Definition

- 2.1. For the purposes of our EAL policy at Eton Academy, we use the following definition: An EAL student is one whose primary language is not English. This includes students who are fully bilingual as well as those at various stages of English language acquisition.
- 2.2. EAL students at Eton Academy may include:
- 2.2.1. **Early Learners:** Those who are beginning to develop their English skills and primarily speak a language other than English at home.
  - 2.2.2. **Newly Arrived:** Students who have recently moved from a foreign country, irrespective of the type of school they previously attended.
  - 2.2.3. **Born Abroad:** Students born outside the UK who relocated to the UK before beginning school.
  - 2.2.4. **Born in the UK:** Students born in the UK, but raised in households where English is not the predominant language.

2.3. Additionally, as Eton Academy serves a global community, our EAL students also include:

2.3.1. **International Residents:** Permanent residents of countries where English is neither spoken nor the native language.

2.3.2. **Refugee Children:** Students granted refugee status.

2.3.3. **Globally Mobile Families:** Students who frequently relocate internationally due to parental employment.

2.4. The level of support and provision required for EAL students will vary depending on their individual needs and backgrounds.

### 3. Recognition

3.1. Eton Academy is committed to ensuring that all students, including those with English as an Additional Language (EAL), have access to a broad, balanced, and relevant curriculum. We believe that the most effective way to learn English is through full immersion in the curriculum, and we encourage EAL students to participate fully in all learning activities and to become integral members of the wider school community.

3.1.1. **Inclusive Education:** EAL students achieve the most significant progress when educated alongside their peers within a whole-school approach.

3.1.2. **Language-Rich Environment:** The school environment fosters language development through extensive and varied use of language.

3.1.3. **Supportive Structure:** Our school's structure, pastoral care, and ethos are designed to help EAL students integrate seamlessly into the school community while celebrating diverse backgrounds.

3.1.4. **Valuing Bilingualism:** Bilingualism is regarded as a valuable and enriching asset that enhances a student's educational experience.

3.2. Parents and prospective parents are provided with detailed information about our EAL provisions to ensure transparency and understanding of the support available.

### 4. Identification and Assessment

4.1. At Eton Academy, the process of identifying and assessing EAL students is conducted with the goal of tailoring our educational provisions to suit each student's specific needs. Various methods are employed to accurately assess a student's proficiency in English:

4.1.1. **Application Review:** Gathering relevant information from the student's application forms.

- 4.1.2. **Parental/Guardian Interviews:** Engaging with parents or guardians to understand the student's language background and educational history.
- 4.1.3. **Initial Assessments:** Utilising initial assessment papers and/or virtual sessions with our senior educational team to evaluate language skills.
- 4.1.4. **Previous School Records:** Reviewing reports and assessments from the student's previous school.
- 4.1.5. **Cambridge English Language Test:** Employing standardised testing to gauge English language proficiency.
- 4.2. Assessments are most effective when conducted as a collaborative effort involving class teachers, the SENCO, parents or guardians, and the students themselves.
- 4.3. For categorising competence in English, EAL students are assessed using a five-point scale.
- 5. **EAL Classification Codes** Eton Academy adheres to the EAL classification codes set forth by the Department for Education. These codes serve as benchmarks for registering and tracking the progress of students identified as EAL learners. The classification is as follows;

**A: New to English:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

**B: Early acquisition:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**C: Developing competence:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

**D: Competent:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

**E: Fluent:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

## 6. Monitoring and Recording

6.1. At Eton Academy, diligent monitoring and systematic recording of our EAL students' progress are fundamental aspects of our EAL policy. Here's how these responsibilities are distributed among our staff:

### 6.2. Class Teacher

6.2.1. **Responsibility:** Each class teacher is tasked with maintaining accurate and current records of EAL students at English competency stages A-C within their class.

6.2.2. **Process:** This involves setting SMART goals and incorporating reflections into the teacher's weekly planning. These records and goals are reviewed on a termly basis to ensure consistent progress and timely adjustments.

### 6.3. SENCO

6.3.1. **Duties:** The **SENCO** is responsible for gathering pertinent information about EAL students, establishing a baseline at the start of their enrollment, and maintaining a central register of EAL students, which includes details of their progression stages.

### 6.4. Heads of Departments

6.4.1. **Review Meetings:** Organises termly pupil review meetings specifically for EAL students, in collaboration with the SENCO.

6.4.2. **Collaboration and Monitoring:** Works alongside the SENCO and Subject Leaders to set targets and monitor the progress of EAL students. They also review assessment data to verify that the central register of EAL students is accurate and up-to-date, ensuring that all EAL students are receiving appropriate support and their advancements are being tracked efficiently.

## 7. Additional Learning Needs and Differentiation

7.1. At Eton Academy, we recognize that while EAL students have additional language learning needs, these do not necessarily equate to learning difficulties. Our approach is designed to enable EAL students to demonstrate their conceptual understanding, which in turn helps to boost their self-esteem. It is important to note that their ability to engage with the full curriculum may exceed their current communicative abilities in English.

7.2. **Special Educational Needs:** If an EAL student also has special educational needs, they will have equal access to the school's SEND provisions, alongside specific EAL support. When assessing these needs, we consider the student's skill levels in their home language and aim to minimise potential biases in assessments conducted in English.

## 8. Communication

- 8.1. Effective communication between parents and teachers is vital for the success of students with EAL. Teachers will meet with parents on a termly basis to discuss the student's progress, review strategies in place, and evaluate the student's advancement in English.

Policy Approved and signed by



Dr Gabrielle Hargreaves  
Principal  
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