



SPAIN

1 Introduction

- 1.1 The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.
- 1.2 This policy applies to all pupils, including those in the early years.

2 Definition

- 2.1 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.'
- 2.2 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 Spain at some point before starting school; or
 - Born in a family where the main language is not English.
- 2.3 EAL pupils will need varying levels of provision.

3 Recognition

- 3.1 Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils

5 EAL Classification Codes

5.1 The Department for Education uses the following EAL classification codes. These are the reference points for pupils on the EAL register.

	<p>The pupil may:</p> <ul style="list-style-type: none">Use first language for learning and other purposes.Remain completely silent in the classroom.Be copying/repeating some words or phrases.Understand some everyday expressions in English but may have minimal or no literacy in English. <p>Needs a considerable amount of EAL support</p>
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The pupil may:

6 Provision

- 6.1 Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEN, EAL and Higher Achieving Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.
- 6.2 EAL pupils will be provided with opportunities to make good progress.
- 6.3 EAL children in the Early Years will be provided with reasonable steps to learn and play in their home language, we will support language development at home and support children in reaching a good standard in English. Where appropriate, we will assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning.
- 6.4 Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.
- 6.5 Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

7 Monitoring and Recording

7.1 Class teacher

It is the responsibility of the class teacher (with the support of the EAL Coordinator) to maintain up to date records of EAL pupils in their class whilst they are in their care.

7.2 EAL Coordinator

Where there is no specific EAL Coordinator, this role is fulfilled by the Learning Support Lead.

The EAL Coordinator collates information and arranges a baseline for EAL pupils.

A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the EAL Coordinator.

8 Special Educational Needs and Differentiation

- 8.1 Our school recognises that most EAL pupils needing support with their English do not have SEN needs but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.
- 8.2 Some EAL pupils may have a special educational need and, in such cases, pupils will have equal access to school SEN provision, in addition to EAL support.
- 8.3 EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy.
- 8.4 EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our Able, Gifted and Talented Policy.

9 Communication

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