



English as an Additional Language (EAL) Policy



Document Management Information

Applicable to:	All staff in all Academies and Central Support Services including individuals employed by the Trust, contractors and agency staff. All Members and Trustees.
Development and Consultation:	The EAL policy has been reviewed from the previous DRET policy
Dissemination:	The policy will be available to staff, via the Trust's Policy Centre and websites
Implementation:	Academy Principals hold delegated responsibility for discharging the sound application of all Trust policies.
Training:	The EAL lead, in liaison with the Senior Leadership Team of the academy will meet on a regular basis to discuss the needs of the pupils/students. This includes training, resources and additional support where required.
Review Frequency:	The policy will be reviewed every three years or sooner should further guidance be issued.
Policy Author:	Janey Cooksley, Principal Primary English Lead Primary T&L Lead
Executive Policy Owner:	Education Directors
Approval by:	Education Committee
Approval Date:	23 June 2021
Next Review Due:	May 2024

Revision History

Document version	Description of Revision	Date Approved
0.1	Draft document for review by Education Committee	28 May 2021
1.0	Approved policy	23 June 2021



1. Introduction

- 1.1. The David Ross Education Trust is committed to making appropriate provision for teaching and resources for students for whom English is an additional language and for raising the achievement of



4. Admissions
 - 4.1. All DRET Academies have an open admissions policy.
 - 4.2. New arrivals will receive a high-quality induction programme to help new arrivals settle in as quickly as possible and become effective learners. It can support academies to make accurate assessments of pupils' educational experiences and attainment, and match teaching to their needs. It can also support the participation of parents, including those who face barriers to engaging with schools or other services.
5. Key Actions
 - 5.1. Ensure induction procedures are clear and systematic and that all academy staff are familiar with them.
 - 5.2. Share information from the admission meeting with key staff, including teachers, support staff, pastoral staff, EAL staff and the inclusion lead.
 - 5.3. Carry out a baseline assessment to determine new pupils' curriculum skills and language levels in English. Teachers should observe pupils carefully to determine their potential ability and not rely solely on tests in English. Where possible, a member of staff who speaks the pupil's language should be involved in the assessment
 - 5.4. Place pupils in appropriate and challenging learning groups and do not automatically put them into lower sets because they are new to learning English in RWI.
 - 5.5. Assign a buddy to the child using The EAL Academy Framework.
6. Assessment
 - 6.1. Academies use an EAL framework for assessment.
 - 6.2. Staff will have regular liaison to discuss student progress, needs and targets.
 - 6.3. The Academy will ensure that all EAL students have regular formative EAL assessments and statutory assessments, making full use of special arrangements including first language assessment/ support where appropriate.



7. Identification of EAL
 - 7.1. Information will be gathered about students' linguistic background and previous educational and schooling experience.
 - 7.2. EAL students will be identified through the information provided on entry by parents and primary academies. Students may also be identified by feedback from subject staff, subject leads and classroom support staff. Details will be recorded in BromCom.
 - 7.3. Students' EAL needs will be identified with reference to the EAL Codes.
 - 7.4. Data on EAL proficiency will be submitted to the DFE as part of the Academy census.
 - 7.5. Students identified as having English as an Additional Language will be monitored by the EAL lead in addition to the monitoring via the whole Academy monitoring system to ensure student progress.
 - 7.6. Where student achievement appears to be affected by difficulties related to EAL, additional in-class or targeted/small group support will be put in place by the EAL coordinator.
 - 7.7.

