



Wakefield Grammar School Foundation

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VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.

CHANGE RECORD - REVIEW PERIOD ANNUAL

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WGSF English as an Additional Language (EAL) POLICY

1. Introduction Aims and Objectives

- 1.1 The Department for Education (DfE) describes a pupil as having EAL if *“they are exposed to a language at home that is known or believed to be other than English”*.
- 1.2 English as an Additional Language (EAL) support may be available to pupils who fit the DfE definition.
- 1.3 This policy should be read in conjunction with:
 - WGSF SEND Policy
 - WGSF Safeguarding and Child Protection
 - WGSF Admissions policy
 - Schools’ Anti bullying policies
 - Schools’ Curriculum policies

2. English Acquisition

- 2.1 The Wakefield Grammar School Foundation (WGSF) uses the [5-Stage model](#) of English (see Appendix 1) acquisition to describe and understand the pupil’s capabilities in English. This model is not used as a detailed assessment tool, but rather a means to understand the starting point, progress and likely level of intervention that a student may require.
- 2.2 Usually, students in the Foundation operate at the competent and fluent stage of the model. Many students do not need, or want, to access any additional provision and make good progress with the Schools’ curriculums. However, all EAL students will be tracked through school and if they are not making the expected progress, support will be offered.

3. EAL Assessment and Referral

3.1 Referral to Learning Support for EAL provision

When a student joins one of the WGSF schools, the family completes a data collection form that gives an indication of languages spoken in the home. If the pupil meets the criteria of EAL as defined by the DfE (see 1.1 above), they are recorded as an EAL student. This results in their progress being tracked as the progress through school as a defined group of learners.

In addition, parents, students and/or teachers may refer a student for support

A student will only be referred for additional support if:

1. A pupil is identified as EAL and requiring support by the feeder school or parents.
2. Screening of new-to-school pupils identifies difficulties needing potential language support.
3. If in-year data highlights progress is not as expected.
4. If Y7, Y9 or new-to-school (for pupils joining after Y9), identifies as having a specific difficulty with language skills.

5. Teachers of the pupil identify them as having difficulties accessing the curriculum due to issues with understanding of language.

3.2 Support for EAL Students

- Support in the classroom is provided in the form of Quality First Teaching strategies. Teachers will sometimes seek support from the Learning Support (LS) Department.
- Teachers of students who are identified as needing EAL support will be given guidance on how best to support them in the classroom.
- If required, further support can be provided in 1-to-1 sessions with a member of the Learning Support team.

4. Information Sharing

Information about EAL students is recorded on the pupils' profiles in SIMS.

5. Resources

- When a student joins the Foundation with 'New to English' (Stage A) or 'Early acquisition skills' (Stage B) (see Appendix 1), in-class support is made available. This includes the use of tools such as survival language vocabulary and translation resources. A Teaching Assistant (TA) or a member of the Learning Support team may also be available at key transition times of the day.
- Out of classroom support is provided using bespoke resources created by the LS team, and other resources such as the Black Sheep intervention programme.
- Learning Support staff have a range of training including training provided by the Leeds Speech and Language team.

Appendix 1: 5 STAGE MODEL OF ENGLISH AS AN ADDITIONAL LANGUAGE ACQUISITION¹

	Speaking and Listening	Reading	Writing
<p>Stage A</p> <p>New to English Needs a considerable amount of EAL Support</p>	<ul style="list-style-type: none"> • Silent period • Copies / repeats some words and / or phrases • Uses single words or short phrases • Has very basic, limited range of vocabulary • Understands some everyday expressions and simple instructions in English 	<ul style="list-style-type: none"> • Minimal or no literacy in English 	<ul style="list-style-type: none"> • Minimal or no literacy in English
<p>Stage B</p> <p>Early Acquisition Needs a significant amount of EAL support to access the curriculum</p>	<ul style="list-style-type: none"> • Uses spoken English for 'social' purposes • Has limited awareness of grammar syntax • Vocabulary is widening but tends to be related to familiar contexts • Is acquiring some topic- / subject-specific vocabulary • Follows day to day social communication in English • Understands simple instructions • Follows narrative / accounts with visual support 	<ul style="list-style-type: none"> • Copes with familiar words / word patterns and is able to extract basic meaning from a familiar text 	<ul style="list-style-type: none"> • Can produce small amount of independent writing with support from teacher / peers • Has limited awareness of grammar • Uses basic punctuation, e.g. capital letters and full stops • Is becoming aware of simple spelling patterns • Uses basic vocabulary

¹ See: ["5 STAGE MODEL OF ENGLISH AS AN ADDITIONAL LANGUAGE ACQUISITION – Patoss-dyslexia.org"](http://Patoss-dyslexia.org)

<p>Stage C</p> <p>Developing Competence Requires ongoing EAL support to access the curriculum fully</p>	<ul style="list-style-type: none"> • Uses spoken English confidently but structural inaccuracies still apparent • Has a fairly wide vocabulary which includes a growing bank of subject specific words • Gives appropriate responses to a wider range of situations without the need for visual support • Able to follow more complex verbal input 	<ul style="list-style-type: none"> • Reads adequately but has difficulty interpreting complex texts related to the curriculum 	<ul style="list-style-type: none"> • Strives towards more developed pieces of writing for a range of purposes • Demonstrates a growing awareness of grammar but continues to make mistakes • Generally uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation • Is producing improved spelling for a wider range of words • Is developing a wider range of vocabulary
<p>Stage D</p> <p>Competent Needs some / occasional EAL support to access complex curriculum material tasks</p>	<ul style="list-style-type: none"> • Speech is more complex and mostly demonstrates an awareness and appropriate use of the rules of grammar and word order with fewer errors • Has a wide vocabulary with more use of abstract words • Some vocabulary gaps still evident • Usually copes with a wide range of verbal input from a variety of sources 	<ul style="list-style-type: none"> • Reads and understands a wide variety of texts but struggles with suitable nuances of meaning 	<ul style="list-style-type: none"> • Writes competently for a range of purposes • Writing contains only occasional errors in grammar • Generally uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately • Spells most words correctly • Uses a wide range of vocabulary
<p>Stage E</p> <p>Fluent Operates without EAL support across the curriculum</p>	<ul style="list-style-type: none"> • Is a fluent speaker of English in a full range of situations 	<ul style="list-style-type: none"> • Is a fluent reader of English in a full range of situations 	<ul style="list-style-type: none"> • Is a fluent writer of English in a full range of situations