

EAL Policy 2023/2024

Date of Approval:	April 2024
Approved by:	LAB
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EAL Provision – 2023-2025

Consilium Trust Mission Statement

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve. We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom. We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Thornhill Academy - Our Vision and Values

Thornhill Academy, in accordance with our aims and values, works to serve our community by providing an education of the highest quality. We strive to ensure that “Learn to Live” is a reality, promoting the growth of knowledge and learning. At Thornhill Academy we take pride in developing each individual pupil to achieve their potential and make a positive contribution to society. We provide a safe, happy and nurturing environment in which we challenge all to strive for personal accomplishment within a broad, vibrant and enriched curriculum. This policy and its associated procedures are based on these key aims and values.

Defining English as an Additional Language (EAL)

An EAL student is whose first language is not English*. This encompasses students who are fully bilingual and all those at different stages of learning English.

EAL students may be:

Newly arrived from another country/school where English is not the first language.
Newly arrived from another country where English is not the first language but from an English-speaking school.
Born in another country but moved to the UK at some point earlier in childhood.
Born in the UK, but in a family where the main language is not English.

*(Other terms include ESL: English as a Second Language and ESOL: English for Speakers of Other Languages).

Rationale

In Thornhill Academy the curriculum is delivered and assessed through the English language, therefore, language development forms a key element of the school’s curriculum. Successful teaching and learning will allow every student’s ability to articulate their knowledge and understanding appropriately, and every lesson must take account of this fundamental need. This will allow EAL students to access the curriculum as well as successfully demonstrate what they have learnt. Thornhill Academy strives to provide effective and sufficiently rapid language development for EAL students, so will ensure any EAL learners who is linguistically disadvantaged pupils or at risk of achieving below the national average, will

1. English proficiency of pupils with English as an additional language, DfE.

get the support they need.

Thornhill Academy EAL Aims

- To recognise and develop the whole child – physically, emotionally, socially, and intellectually.
- Ensure all EAL students have full access to the curriculum, within lessons and beyond to develop their academic ability without detrimental limitation of language or vocabulary.
- Provide a quality first learning environment where students feel confident in expressing themselves in their own language (or in English) so that each EAL student can communicate any personal, social, or academic problems to others effectively.
- Enable students to reach their full potential and participate fully in all subjects using their first language (Translanguaging²), and later in English, so that students can express themselves with confidence, accuracy, and maturity within and beyond Thornhill Academy.
- Raise the level of EAL informed teaching in mainstream classes, by offering workshops, INSET and support to the wider school – using Learning Village.
- To develop an inclusive and welcoming approach to all EAL learners, their families and the wider Thornhill community.

Proficiency in English

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. Understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading/writing/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 a wide variety of texts. Written English may lack complexity and contain occasional errors. Needs some support 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.

Thornhill Academy will assess the position of their EAL students through reading, writing and spoken language proficiency and make a 'best fit' judgement to the proficiency stage of the EAL student.

EAL Initial Assessment

All EAL students who have indicated a language other than English being spoken at home, or that English is a second language on their application or if their principal language of communication is not English, should expect to be assessed by the EAL Lead on their proficiency of English. Students who are identified as needing support will be referred to the appropriate intervention. If reports indicate a level of proficiency sufficient to learn well in a classroom situation, then no support is required.

4. [EAL Assessment Framework – Secondary - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk)

5. EAL Assessment Framework – Secondary Descriptors (bell-foundation.org.uk)

Monitoring and Progress

As well as the initial assessment, all EAL learners in Key Stages 3 to 4 will complete summative assessment at the end of each term. At this point, a decision will be made as to whether the student's EAL provision should be reduced, increased, or removed as students have reached a level of Proficiency. All EAL students are tracked using the Bell Foundation's EAL Assessment Framework for Schools ⁴.

Thornhill Academy will support students through a three-tier induction, to allow EAL students with low proficiency language development time, giving students the opportunity to acquire as much language proficiency as possible as well obtain a wider range of academic language before transitioning into mainstream lessons⁵.

Tier 1 – Induction	Tier 2 – Development	Tier 3 – Mainstream
Students focuses on the learning of phonics and is most appropriate for proficiency (A) – those who have no or limited ability to read and write in their home language.	Aims to provide all EAL learners with a range of subject specific vocabulary and provides students with a foundational understanding of the language and key terminology. This is appropriate for proficiency (A) students, who have completed the Induction programme, and proficiency (B) pupils who are at the early stages of their language acquisition.	Once a student is Developing Competence (C) in English then they will be transitioned into full time lessons, removing intervention, with the classroom teacher using EAL strategies to continue the support with learning.

The three-tiered induction allows EAL students are access support lessons each week. The number of lessons will be based on their band level and academic needs. EAL class sizes are kept as small as possible to maximise the focus on each student's particular need. If staff and teaching hours are unavailable to meet the request for EAL then recommendations will be made to the parents for EAL provision outside of school.

EAL Support Access

Band	Year 7	Year 8	Year 9	Year 10	Year 11
A	Tier-three Induction - 3 EAL lessons per week.				
B	2 EAL lessons per week.			ESOL Beginner Course ⁶ and 2 EAL lessons per week.	ESOL Beginner Course ⁶ and 2 EAL lessons per week.
C	EAL Proficiency C strategies used by teachers to support in classroom.				Additional English Language intervention and 1 EAL lessons per week.

4. [EAL Assessment Framework – Secondary - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk)

5. EAL Assessment Framework – Secondary Descriptors (bell-foundation.org.uk)

D	EAL Proficiency D strategies used by teachers to support in classroom.
E	EAL Proficiency E strategies used by teachers to support in classroom.

Quality First Teaching

At Thornhill Academy all staff have a responsibility to ensure the progress of our EAL students and that the best way of supporting EAL student with a language barrier is with high quality teaching which is why we endeavour to provide the following:

- A range of teaching strategies, resources and techniques will be used to aid all EAL students in their academic progress.
- EAL students will be identified at the earliest opportunity to allow for effective planning and teaching.
- EAL students will be assessed regularly (in line with school policy) to show the progress of these pupils – when progress is deemed to be “expected” or above pupils will be rewarded for their efforts.
- All subject areas are fully committed in identifying age and ability appropriate learning material and resources that will assist students who have language barriers, using approaches and levels to access the curriculum.

The school regularly audits and reviews its resources to ensure students’ needs are being met using the most efficient and effective methods. Staff training and guidance is given around specific aids individuals may require. As a team we are dedicated to the academic progress and overall well-being of EAL pupils at Thornhill Academy.

Special educational needs (SEND)

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school. A proportion of students with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEND of students with EAL will involve EAL specialists along with SEND specialists. Where appropriate, the school will arrange an assessment in the child’s first language. SEND support will be decided on an individual basis in the manner outlined within the school’s SEND Policy. The school will ensure that the parents or carers of a student with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Policy review

This policy is reviewed every two years by the EAL Co-ordinator and the SLT Link Leader. The scheduled review date for this policy is September 2025.

4. [EAL Assessment Framework – Secondary - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk/)
5. EAL Assessment Framework – Secondary Descriptors (bell-foundation.org.uk)