

# English as an Additional Language Statement of Practice



**Lees Brook  
Academy**

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Date Reviewed	September 2022

## Introduction

We strive to ensure the delivery of quality EAL provision at Lees Brook Academy. We ensure that all staff are taking responsibility to deliver quality first provision and meet the needs of all individuals in their classroom. The academy recognises that **most EAL students needing additional English do not have SEND**. However, should SEND be identified during assessment, EAL students will have equal access to school SEND provision.

A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (DfE School Census Guide 2016-2017, 2016 p.63)

## Related Policies and Statements of Practice

### Teaching and Learning Statement of Practice

### Statement of Practice

Our trust approach to EAL provision is that everyone needs to take responsibility to ensure our students receive the best possible education. EAL friendly lessons, appropriate intervention, in class support and withdrawal for small group sessions where possible.

Setting and grouping decisions need to be made carefully. EAL students need good models of language from staff and students. Our policy is to set as appropriate to need and ability. Students will be placed into top or middle sets as new arrivals until adequate language has been acquired in order to assess.

Go4schools is used across the trust to enable tracking and monitoring of students.

Key context and demographic are used by all classroom facing staff to ensure that we all know who are EAL students are. KS2 data is used if appropriate and GL assessments and data are used across the trust. The CAT data and GL data is used alongside teacher assessment and pastoral care to make grouping decisions and appropriate literacy intervention.

## EAL Induction Flow Chart

