

# **EAL Policy**

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## **Rationale**

The Thomas Alleyne Academy is committed to ensuring that every pupil succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils who use English as an Additional Language, ensuring they have high-quality provision within a positive, supportive, secure and safe learning environment. Academy will identify individual pupils' needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

## **Aims**

The Thomas Alleyne Academy aims to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Ensure pupils who use EAL have equal and full access to the curriculum.
- Provide support to pupils with EAL with priority support given to pupils in bands A-C and those who are not achieving their potential. These students will be identified at the start of each academic year as an 'EAL Priority group'
- Provide an inclusive curriculum.
- Promote the variety of languages in our schools, encouraging and supporting the use of the first language in learning.
- Assess pupils' proficiency in English in class and set targets based on these assessments.
- Ensure pupils are making progress and can access the school curriculum.
- Celebrate pupils' achievements in school as well as in extra-curricular activities.
- Use the knowledge and skills of staff and experts at the Bell Foundation to support EAL provision within our school.
- Provide EAL training opportunities for staff from the vast portfolio of Language for Results courses delivered by the Bell Foundation Licensed Practitioner

## **Definition of EAL**

EAL means English as an Additional Language. According to the DfE a pupil is recorded as having English as an Additional Language if he or she has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or the community. Children with English as an Additional Language have a range of abilities within their language acquisition from new to English to fluent.

## **Planning and Teaching for pupils who use EAL**

The needs of pupils using EAL should be carefully considered by teachers when they are planning the curriculum. The language demands of the curriculum alongside the curriculum content needs to be taken into consideration to support pupils with EAL in developing oracy and literacy across all subjects. Teachers and Teaching Assistants will be supported by the school to meet the needs of learners using EAL. A positive relationship with parents/carers will be established to promote communication and work towards a variety of registers including academic English.

### **EAL pupils can expect:**

- Members of staff have high expectations of all pupils regardless of ethnicity, gender, or social background.
- Their language and learning are identified and planned for including the support they required.
- The language and learning demands of the curriculum are explored every half term and support is planned for and provided.
- Pupils' level of Proficiency in English is assessed three times a year by the EAL team and their progress is monitored closely using EAL Assessment Framework
- Teachers use classroom support strategies for working with EAL learners in secondary settings across all subjects.
- Teachers use strategies to scaffold and model writing including the use of writing frames.

- Active reading strategies are used regularly to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Activities are matched to pupils' needs and abilities, clearly demonstrating progression.
- They use collaborative activities involving talk.
- Visual support is provided to support vocabulary development.
- Planning includes opportunities for the first language activities in the classroom.
- Pupils are encouraged to take additional GCSEs in their native language and if possible support in preparation for these language examinations is provided through after-school clubs e.g Polish Club
- Teachers plan for flexible groupings of pupils to develop language skills including grouping with higher attainers to act as 'supportive experts.'
- The learning environment reflects linguistic and cultural diversity.
- Bilingual dictionaries are available and pupils will be encouraged to use them where they are appropriate.
- Late arrivals can expect accelerated language support to access the curriculum with alternative qualifications offered where appropriate e.g 'Step up to English' AQA

#### Teachers can expect:

- Ongoing support from the EAL Lead teacher and EAL team
- Regular assessment of pupils identified as EAL priority group with results, targets and supportive classroom strategies available to staff by accessing the EAL Assessment Framework on Google Classroom
- Important information about pupils, particularly those who are New Arrivals is shared with staff via the EAL Newsletter and pupils' profiles on the EAL Assessment Framework including their experience of education, literacy levels in the home language, SEND etc.
- CPD opportunities are provided with Twilight sessions and training run by BFLP/EAL Lead teacher and various training courses through the school's close relationship with The Bell Foundation
- Articles and useful materials to support good EAL practice are shared via the Teaching and Learning Hub

## Support for New Arrivals

It takes 2 years to develop social language skills in English but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will be integrated into mainstream classes and subjects at our school. This will enable pupils to be fully included in all aspects of school life, experience their full curriculum entitlement, develop language in context and develop oral fluency quickly.

All New Arrivals will be supported through our induction process. They will be given a buddy when they start school. Where possible, their buddy will speak the same first language as them. A staff member will collect a detailed history from the parents before the pupil starts school, in addition to the information collected through the admissions process. An Initial Assessment using the EAL Assessment Framework for Schools will be completed to determine a baseline level of English for that pupil. This Initial Assessment will take place within the first few weeks of starting school to give them a chance to settle. Home language assessment will be conducted where possible to assess what pupils' can already do and know which will influence the support strategies that are available to a teacher.

Following these assessments, the teachers will plan all lessons and resources using support strategies suggested by EAL Lead Teacher (BFLP). Pupils' proficiency in English will be assessed 3 times during the academic year and EAL Tracker will be updated on Google Classroom following every assessment enabling teachers to adapt their strategies to pupils' progress. New Arrivals will have specific targets set to achieve in between assessments and their progress will be monitored closely during lessons. These pupils will have a priority in accessing TA's support during lessons.

## EAL pupils and Special Educational Needs

A pupil has Special Educational Needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them, namely provision that is different from or additional to that normally available to pupils of the same age. **A pupil must not be regarded as having Special Educational Needs, solely because their home language is different from the language in which he/she will be taught at school.**

The school understands that there may be a proportion of pupils with EAL who also have Special Educational Needs and they recognise the importance of, and the difficulties involved in, the early recognition of SEN in pupils with EAL. If appropriate, the school will arrange an assessment in the pupil's first language. Identification of SEN in a pupil with

EAL will be done by looking at the pupil's full profile, taking into account any input from outside agencies who support the pupil. If there are no outside agencies already involved and the pupil has been in the country for less than a year, they may be monitored closely for some time before being identified as having SEN. A silent period should not be dismissed, as this is an important part of the process in language development when the learner might not be responding but will be learning and processing the information. The nature of support for pupils with EAL and SEN will be decided on an individual basis.

The school will make sure that having English as an additional language does not prevent parents/carers either from accessing information regarding their child's SEN or from putting forward their views.

## **Working with parents/carers**

The school understands that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is key for parents of pupils with EAL, which will be maintained by:

- Providing a welcoming environment, actively seeking to put parents at ease in what may be an unfamiliar setting.
- Reading through letters with pupils before they are sent home and providing support in using technology to translate materials
- Directing parents/carers to useful documents available on The Bell Foundation Website that are translated into 22 different languages e.g 'About the Education system', 'Supporting your child to learn'
- Providing verbal translations of school documents in community languages, where appropriate and possible.
- Providing interpreters if possible, when needed, particularly in parent meetings with school staff and outside agencies.
- Sharing information about pupils' progress in English proficiency

## **The Bell Foundation links**

The TAA has a close relationship with The Bell Foundation and The Chiltern Teaching School Hub as the Centre of Expertise. EAL Lead Teacher at school is a certified Bell Foundation Licensed Practitioner with the expertise to deliver a vast portfolio of courses from The Bell Foundation's Language for Results Programme. This dedicated member of staff will be also promoting access to events advertised on the CTSH website.

## **Review**

This policy will be reviewed every two years, or more regularly in the light of any significant new developments or response to changes in guidance.