



# Teesside High School

*Education as it should be*

## **EAL Policy**

<b>DOCUMENT CONTROL</b>	
Date Reviewed/Revised:	September 2018
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Date of next Review:	September 2019

Education

<b>POLICY NAME</b>	<b>Students with English as an additional language</b>
<b>PURPOSE</b>	<b>To ensure appropriate provision of teaching and pastoral support for students for whom English is an additional language.</b>
<b>APPLIES TO</b>	<b>All students, including those in the EYFS setting</b>
<b>DATE REVIEWED</b>	<b>September 2017</b>
<b>READ IN CONJUNCTION WITH THESE POLICIES</b>	<b>SEN Policy and Individual Needs Policy</b>

## **Arrangements for EAL (English as an Additional Language) Provision at Teesside High School**

### **1. Introduction**

Teesside High School is committed to making appropriate provision of teaching and pastoral support for pupils for whom English is an additional language (referred to as EAL students in this document). We aim to ensure that all EAL students are able to use English competently and confidently in order to access the full curriculum and play a full part in the life of the school.

### **2. School context**

For most Teesside High pupils, English is their first language. The school receives applications from pupils of families where the first language is not English. In most cases, the pupils are fluent speakers of English.

### **3. Principles of Learning Support**

#### **Ethos and Purpose**

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which the provision of support for learning is based and is a core part of Teesside High School values.

Schools as a whole have a role to play in creating a positive learning environment. We believe the whole school ethos should reflect the value placed on diversity and the respect accorded to all individuals. Support for a variety of learning needs is seen as a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

### **4. Defining EAL**

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country but an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

## **5. The Nature of Provision**

Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEND, EAL, gifted and talented, and disabilities. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

## **6. Identification and assessment of EAL**

Sources of information used to help identify EAL pupils include:

- Information from Admissions;
- Information from the application form;
- Information from entrance papers;
- Information from the previous school or parents/guardians;
- Referrals from Class Teachers

## **7. Principles of EAL Provision**

EAL pupils should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities;

- The school environment, both in and outside the classroom, should promote language development;
- The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a western culture which may be foreign to them, and appreciate their own cultural uniqueness;
- The integration of EAL pupils into the school community should extend to their families/guardians;
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

## **8. Aims of the Policy**

The aims of this EAL policy are:

- To define the school's objectives regarding EAL and how these will be met;
- To define the overall organisation and management of EAL provision in the school;
- To define the nature and level of school support for EAL.

## **9. The School's EAL Objective**

EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential.

## **10. Roles and Responsibilities for Management of Provision**

The Deputy Head [Assessment & Curriculum](#) ~~Pastoral~~ may be approached for advice regarding an EAL pupil. Support may also be provided by the SENCo, form tutors and the English department as well as outside agencies where appropriate. EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils.

## **11. Exam Access Arrangements**

Extra time/use of a dictionary may also be allowed in entrance tests as in external examinations.

## **12. SEND/EAL and Early Years pupils.**

At Teesside High we recognise that one of the major components of removing barriers to learning is early intervention. In the Early Years Foundation Stage (EYFS) early intervention is integral to core provision and is reflected in all four guiding themes in the EYFS framework:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

In addition to this, the School will take all reasonable steps to provide opportunities to develop the pupils' home language when they are playing or in their learning. This may include the use of dual language story books, the use of Google translator and key vocabulary cards being displayed around the classroom in the child's home language as well as English. Whenever required, we would provide support for families to develop the child's language development at home.

## **13. Everyday communication skills/playground language (also called 'Basic Interpersonal Communication skills' - BICs)**

Pupils with limited or no English often acquire everyday communication skills quite quickly. They learn how to communicate with friends in the playground, how to take part in games and to follow everyday instructions and activities. This allows pupils to develop and maintain social relationships, and pupils are often highly motivated and get lots of practice for this.

Everyday communication usually takes place face-to-face, so pupils also get information from the visual cues, gestures and body language others use.

## **14. Cognitive/academic language (also called 'Cognitive/Academic Language Proficiency' - CALP)**

The language that pupils learn for their everyday communication and the language used in lessons is very different. Language within the classroom compared to the playground is often:

- more abstract
- has fewer contextual cues
- relies on prior knowledge (both of language and the subject)

Within class, skills such as hypothesising, evaluating, inferring, generalising, predicting and classifying are not always referred to explicitly, but are expected.

### **15. Length of time to acquire English as an Additional Language**

Research suggests that pupils who are new to English can acquire social language skills within 2 years of arrival, but on average it takes 5-7 years to reach the same level of competence in academic language. Further research suggests that 5-7 years may be an underestimate for some bilingual pupils.

In assessing the nature and extent of the pupil's grasp of English the following methods may be used:

- Formal assessment in reading, writing, speaking and listening;
- Entrance tests;
- Taster days
- Work sampling;
- Teachers' comments and observations;
- CEM centre data
- Non verbal reasoning tests;
- Input from pupils;
- Input from parents where possible.

This information is used in the following ways:

- Pupils may be assigned a level of competence and entered in SIMS as "EAL" ("on the EAL register") for staff reference;
- The information may be used to assess the most appropriate provision for a particular pupil.

The school recognises that most EAL pupils needing support with their English do not have additional SEND needs. However, should SEND needs be identified during assessment; EAL pupils will have equal access to school SEND provision, in addition to EAL support.

### **16. Recording, Monitoring and Reporting**

- EAL is noted on the pupil record in SIMS – this data is accessible to all teaching staff
- EAL pupils' competence in English may be categorised as follows:
  - Level 1: silent period / beginner learner
  - Level 2: basic interpersonal communication skills (BICS)
  - Level 3: socially competent and starting to communicate more efficiently in an academic setting
  - Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum
  - Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.
- Pupil profile sheets (completed for pupils at level 4 and below) may include some or all of the following:
  - Ethnicity;
  - Language(s) spoken and levels of competence;
  - Family details (languages spoken, siblings at school);

- Length of residence in England;
- Exposure to English pre-UK;
- Prior experience of curriculum content / attainment in subjects;
- Baseline assessment scores, screening test scores;
- Overall competence level in English;
- Pupil's self assessment;
- English as an Additional Language (EAL) Policy
- Any other needs or observations, e.g. health concerns, SEN etc.
- Details of provision arranged; Targets and outcomes

## **17. Provision**

- We aim to ensure that all students have access to a broadly balanced curriculum and believe that their needs should usually be met within the classroom. In a small minority of cases, pupils may require additional support to ensure appropriate progress. For example, a pupil might be withdrawn from their second modern foreign language lessons or from Latin to provide them with additional time to focus on improving their English. This would always follow discussion between the school and parents.

Provision takes two forms:

- Differentiated learning opportunities and regular monitoring of the pupil's progress by the class teacher SENCo. For instance, key language features are identified e.g. subject-specific specialist vocabulary, contextual clues, forms of text
- Additional learning support, either in school or externally, may be recommended by the SENCo if deemed necessary. In the first instance a report would be collated by the SENCo who would organise additional learning support for the student.
- In addition, EAL students can access paired mentoring with Year 11/Sixth Form mentors.

## **18. Staff Support and training**

- The SENCo, teaching staff and members of the English department have access to training.

## **19. Success criteria**

The aims and objectives of the policy will form the basis for the evaluation process.

The effectiveness of the policy will be monitored using:

- EAL pupils' levels of attainment in formal school assessments/external tests;
- Pupils' reports;
- Self-assessment;
- Informal assessment by teaching and pastoral staff, e.g. of participation in class, integration into school life etc.

## **20. Links to other policies**

- SEND policy
- Curriculum policy
- Anti-bullying policy

- Individual Needs