

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

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Policy approved by: Robert Berry – Director of Operations

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Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

English as an Additional Language (EAL) Policy

1. Rationale

Hall School Wimbledon is enriched by the diversity of ethnicity, culture and language of its pupils. The school is committed to making good provision of teaching for students who have English as an additional language or are bilingual. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum. Equality of access to the curriculum for all students, including those for whom English is an Additional Language, is ensured not only by direct language support from a specialist teacher (EAL teacher), but also by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources, and whole school celebrations that embrace a wide range of world cultural events.

2. Pupils with EAL

Pupils with EAL are pupils who speak English as an additional language. They may be fluent in English, not speak English at all or have a level of English anywhere between. They may have achieved high academic levels in another system or have no experience of school at all. They may have been born in this country or abroad. They may have arrived in Britain voluntarily as part of an organised move or may have fled horrifying experiences at short notice.

3. Context of the School

Approximately 10 languages other than English are spoken by students in our school. Approximately 23% of pupils are EAL learners and speak a language other than English at home.

4. Aims

- To ensure that all teachers have the knowledge, skills and understanding to enable access to the curriculum for pupils with English as an additional language
- To ensure that pupils identified as having English as an additional language are promptly assessed and their needs addressed appropriately, in order that good progress can be made.
- To set appropriate and challenging targets for pupils with English as an additional language.
- To take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- To ensure that all languages, dialects, accents and cultures are equally valued.
- To ensure there is a clear distinction between SEN and EAL.

- To ensure that all pupils with English as an additional language can use English confidently, are able to use English as a means of learning across the curriculum and, where appropriate, are able to make use of their knowledge of other languages.

5. Key Principles for Additional Language Acquisition

Hall School Wimbledon recognises the following key principles of EAL provision:

- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the learning and teaching of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- All students have an entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity; teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from a well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

6. EAL Department

The EAL Department in Hall School Wimbledon, led by the SENCO and the EAL teacher, has been established to support newly arrived bilingual students as well as support teaching staff in the school. The role of EAL Department includes:

- Induction of newly arrived EAL students and initial assessment of language stage of EAL students;
- Teaching EAL withdrawal classes, particularly those pupils who are newly arrived;
- Providing in-class support to EAL pupils when appropriate, in collaboration with Teaching Assistants;
- Monitoring EAL pupils' progress;
- Liaising with teaching staff;
- Liaising with the form tutors and Heads of Years;
- Providing CPD on classroom strategies, inclusive curriculum materials and scaffolding for EAL students;

- Developing partnership with parents;
- Liaising and developing partnerships with external agencies;
- Collaborative planning including advice on strategies and resources, inset courses, language needs assessment and linguistic, cultural and social background;

7. Identification

Information will be gathered about pupils' linguistic background and previous educational and schooling experience. EAL pupils will be identified through the information provided on entry by parents and previous schools, as well as through interviews and EAL assessment before arrival in the school. Whilst at the school, pupils may be identified by feedback from subject staff, pastoral staff, the EAL teacher, or support staff

Details will be recorded in iSAMS and pupils' EAL needs will be identified with reference to the Common European Framework of Reference for Languages (CFER). Data on EAL proficiency will be submitted to the DFE as part of the school census and pupils identified as having EAL will be monitored by the EAL teacher. The SENCO, in collaboration with the EAL teacher, will set appropriate targets with an Individual Pupil Passport for pupils targeted for support and these are reviewed on a termly basis.

7.1 Procedures for Newly Arrived EAL Students

Newly arrived EAL students who join Hall School Wimbledon complete an interview and initial assessment with the EAL teacher or SENCO which determines their English proficiency. The progress of EAL pupils is closely monitored. EAL pupils always join mainstream classes, however they may also receive targeted withdrawal intervention from the EAL teacher, usually in small groups. Teaching and support staff are responsible for putting in place suitable scaffolding to meet the needs of EAL students. The EAL teacher and the SENCO systematically liaises with teaching and support staff to quality assure the teaching and support for EAL pupils.

8. Curriculum and Teaching and Learning

The school's goal is to enable all students, including those with EAL, gain full access to the curriculum. To do so we aim to develop strategies for recognising and overcoming any obstacles that prevent the successful implementation of our curriculum.

8.1 Curriculum Planning

The needs of EAL students in accessing the curriculum necessitate careful planning, as does the provision of a balanced and positive education built on the principles of British Values. All teachers will need to consider language demands alongside the content of their curriculum and plan how they can support EAL students to develop reading, writing and listening appropriate to their subject. This includes the careful sequencing of knowledge so that EAL pupils are able to gain mastery of key concepts and their associated literacy demands.

8.2 Teaching and Learning

Pupils learning English as an additional language are the responsibility of all teaching and support staff:

- Teachers will have high expectations of all students regardless of ethnicity, gender, or social background.
- Teachers will use speaking and listening strategies to develop subject learning and to model writing for their subject.
- Teachers will develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts.
- Activities will be suitably scaffolded to meet students' EAL needs and abilities to enable progression.
- Classroom organisation and groupings will encourage and support active participation of EAL students.
- Practice and development in English language will be encouraged through:
 - o collaborative activities that involve talk and discussion
 - o opportunities for extended writing in English, History, Geography and RE
 - o the use of scaffolding to support the structured and sequenced development of spoken and written English
 - o regular opportunity to listen to expert English via teacher-talk and class discussion
- Assessment methods will allow students to show what they can do in all curriculum areas, and where appropriate assessment will be scaffolded to enable EAL students sufficiently demonstrate their knowledge and skills in each subject area.
- Bilingual pupils are encouraged to use digital translators or bilingual dictionaries.
- Access to meaning will be provided by presenting and introducing lessons or topics with visual support:
 - o Pictures
 - o Objects
 - o Videos
 - o Maps
 - o Posters
 - o Use of Information and Communication Technology (ICT).

8.3 Intervention for EAL students

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 subjects from the moment they join Hall School Wimbledon. This strategy enables them to:

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

EAL students with little to no English proficiency receive structured EAL intervention (see Section 9) during other curriculum lessons in agreement with their parents. For the remainder of their timetable EAL pupils join the mainstream classes. Teaching Assistants offer additional in-class support for underachieving pupils in the Junior School.

9. EAL intervention

The objective of EAL intervention is to allow pupils who have been assessed as needing support in EAL to fully access the curriculum through reducing any barriers to learning presented by the English language.

Pupils' levels of English proficiency are derived from the descriptors of the Common European Framework of Reference for Languages (CEFR). The CEFR organises language proficiency into six levels, A1 to C2, which can be grouped into three broad categories: Basic User, Independent User and Proficient User. If a pupil is assessed as being a Basic User, they will receive EAL support.

The specifics of EAL intervention is based upon the individual needs of the assessed learner. EAL Intervention can therefore vary in content, but will always aim to develop:

- A solid knowledge of the English language structures – Grammar
- Reading skills
- Writing skills
- Oral production and pronunciation
- A rich range of vocabulary

Once pupils have grown in confidence and become Independent Users (B1/B2), they are considered able to access the curriculum and can therefore attend all lessons.

10. EAL pupils and SEND

A child has special educational needs if she/he has a learning difficulty. A child must not be regarded as having a learning difficulty solely because the home language is different from the language in which she/he will be taught at school. While regarding bilingualism in a child as an advantage, Hall School Wimbledon recognises that the spectrum of children

with special educational needs may include a proportion of EAL students. Hall School Wimbledon recognises the importance of, and the difficulties involved in, the early recognition of SEND in EAL pupils. Assessment of SEND in EAL students will involve the EAL Department as well as the SENCO. If appropriate, the school will help to arrange an assessment in the child's first language.

The nature of support for EAL pupils with SEND will be decided on an individual basis through consultation between the SEND and EAL Departments. Provision of support will be jointly reviewed regularly. This support will take account of the child's needs as an EAL pupil. Hall School Wimbledon will make sure that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

11. EAL and Gifted and Talented

Hall School Wimbledon recognises that there may be EAL pupils who are Gifted or Talented even though they may not be fully fluent in English. The SENCO and the SLT will work together to ensure a co-ordinated approach where EAL pupils are identified as Gifted and Talented in one or more subjects.

12. Liaison with Parents

As with all children, it is acknowledged 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 EAL pupils. This is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Reading through letters (where appropriate) with children before they are taken home.
- Provision of translations of school documents in community languages, where appropriate.
- Encouraging parental attendance at parents' evenings and participation in other school functions (WPTA events, celebration evenings, cultural events etc)

13. Assessment and Target Setting

The progress of EAL students is monitored by individual teachers in their subject trackers. The SENCO, in collaboration with the EAL teacher also monitor and track the progress of EAL pupils on a regular basis and liaise with Heads of Department to implement strategies and interventions that will improve the progress of EAL pupils. Newly arrived EAL pupils' Individual Pupil Passports are regularly updated with relevant information, and regular assessment tasks will monitor learner progress.

Targets for EAL pupils are set based on their CEFR level, in liaison with the EAL teacher and the SENCO.