

TELFORD LANGLEY SCHOOL



ENGLISH AS ADDITIONAL LANGUAGE (EAL) POLICY

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Telford Langley School English as an Additional Language (EAL) Policy

Purposes

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.

Guidelines

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
- To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English.
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To actively liaise with parents to help them to support their children's learning.
- To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement as far as possible.
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- To seek first language assessment to ensure the accurate identification of SEN.
- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
- To provide all staff with high-quality professional development to develop their knowledge and skills for teaching EAL learners.

1. Introduction – Fundamental Principles

1.1 At Telford Langley School the teaching and learning, achievements, attitudes and well-being of all our students is of the highest importance. We encourage all our students to achieve the highest possible standards. We do this through taking account of each student's life experiences and needs.

1.2 As a school we have a responsibility to create a positive learning environment, which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. All staff at Telford Langley School should place emphasis of diversity and a respect for all individuals in all dealings with students, parents and colleagues. Support for a variety of learning needs should be seen as a collective whole-school responsibility – all teachers are teachers of students with individual needs.

2. The Nature of Provision

Within Telford Langley School, we have students with a variety of needs. The 'Special Educational Needs' (SEN) department oversees the students who have needs in key areas including SEN and EAL. The SEN department provides support for individual students or groups of students within the classroom. Teachers are offered guidance on differentiation practice and meeting the needs of all students in their classes.

3. Defining EAL

An EAL student is a student who has English as an additional language. This includes students who are fully bilingual and all those at different stages of language acquisition. Our EAL pupils may be:

- New Arrivals (from a foreign country and school)
- New Arrivals (from a foreign country but an English-speaking school)
- Born abroad (but moved to England at some point in their childhood)
- Born in the UK (but their family do not have English as their first language)

Within Langley School, the following EAL stages are used:

- A = New to English
- B = Early Acquisition
- C = Developing Competency
- D = Competent in English
- E = Fluent in English
- N = Not yet assessed

4. EAL in Context

At Telford Langley School there are 45 EAL students, which is 6% of the school population. These students are representing over 14 different languages. All of these students have an education within Telford Langley School. Some EAL students receive a combination of in class support, one-to-one support and group support provided by school and the SMDS team.

5. Principles of EAL Provision

- EAL students should be supported and enabled access to a broad, relevant and balanced curriculum.
- Language development should be encouraged throughout the school.
- EAL students should be made to feel comfortable and safe within the school.
- Bilingualism and multiculturalism should be actively supported and celebrated in school.

6. Aims of the policy

The aims of this EAL policy are:

- To highlight the school's overall objectives regarding EAL and how these should be met
- To outline the overall organisation and management of EAL provision in school
- To confirm the nature and level of support for EAL students in school

7. The School's EAL Objectives

EAL students are identified and procedures are followed to ensure their needs are met and they are able to achieve their potential:

- When new arrivals join EAL students, under advice of the Local Authority Multi-Cultural Advisory Team are placed in middle sets
- First Language (if appropriate), alongside general, assessments are undertaken when students first join Telford Langley School as a New Arrival. The various levels of assessments provide an insight into students' current levels, abilities and provide guidance on how they should be supported.
- When New Arrivals join Telford Langley School, they are supported by the school's EAL lead and named staff from the SEN department along with the Local Authority Multicultural Development Team (SMDS).
- Procedures are in place to ensure teachers are aware of any EAL students, their current levels, abilities and needs.
- Teachers are given guidance and support in order to meet the needs of their EAL students.

- EAL students are integrated as fully as possible into the life of the school and offered access to a broad, balanced and relevant education, including an appropriate curriculum.
- EAL students are actively encouraged to partake in extracurricular activities to boost their confidence and English skills.
- The views and experiences and individual differences of the students are taken into account.
- Parents / guardians are encouraged to become involved in their child's education.
- Appropriate resources are readily available in school.

8. Roles and Responsibilities

The member of staff responsible for co-ordinating EAL provision, the Director of Inclusion who works alongside the teaching assistant who leads on the operational aspects of this role.

Her responsibilities include:

- Developing, overseeing the implementation of, and reviewing the school's EAL policy
- Liaising with SLT in relation to EAL policy and provision
- Ensuring EAL students are identified, assessed, and monitored appropriately
- Line managing the update of the EAL register and any other records, whilst ensuring they are fully available for all relevant staff
- Providing school staff with guidance and support relating to effective teaching and support strategies, approaches and materials for EAL students
- Liaising with parents / guardians where possible and appropriate
- Developing, overseeing the implementation of, and reviewing timely interventions with targeted EAL students

At Telford Langley School, EAL provision is a whole school responsibility. Therefore, class teachers should:

- Make themselves aware of the students on the EAL register
- Make themselves aware of any potential cultural and language barriers which may present
- Liaise with Miss K Shewring
- Differentiate their lessons to enable EAL students to be supported in their language development

9. Identification

Initial information is gathered from parents / guardians, via a translator (if Possible) where necessary and also from Primary and/or previous Secondary schools. This information is then analysed and from there it is decided whether further assessments need to be made.

10. Assessment

In order to decide which EAL stage is most appropriate for each EAL student, assessments can be made through a variety of methods:

- An analysis of the initial identification information from parents / guardians and previous schools
- Formal Reading assessments in Term 1 of Year 7
- Initial assessments through the SEND department as well as SMDS if required.
- Work sampling
- Staff comments and observations
- Input from students themselves

Students will then be assigned an appropriate EAL stage (A-E) and this information will be loaded onto the EAL register. Staff will be able to access all relevant information. Using this information, decisions will be made on the most appropriate provisions for individual students. Telford Langley School recognises that most EAL students needing support with their English do not have SEN needs. However, should SEN needs be identified during initial assessments or observations, EAL students will have equal access to school SEN provision, in addition to EAL support.

11. Record Keeping and Monitoring

The EAL register contains the following information:

- Student's name and tutor group
- Languages spoken at home
- Country of birth
- Student Nationality
- EAL stage
- Individual provisions in place if appropriate.
- Any concerns

A copy of the register is kept on the B drive under EAL.

12. Provision

- 1.1 In class support – most targeted EAL students will receive additional support from an EAL Learning Support Assistants (TAs) in some of their lessons. The TA provides the students with guidance, encouragement and strategies to improve their English language skills. EAL students working at Stage A should be ‘buddied up’ in lessons so they have good role models within the class who can show good use of the English language.
- 1.2 Language enriched teaching – teachers are expected to differentiate their lessons according to the needs of their students. When teachers have EAL students in their class, they should support them through a variety of strategies, such as revision of key words, using visual cues, printing instructions for students, translating instructions where appropriate and including oral work in every lesson. Teachers are also encouraged to accommodate the ‘silent period’ a lot of New Arrivals go through and allow these students to write in their first language when they first arrive, to allow them to settle in.
- 1.3 Additional support – when EAL students require extra support, TAs can use time within the school day as well as after school as opportunities for precision teaching and guidance towards acquiring competence in the English language. EAL students should be encouraged to make use of the homework club which runs on a Tuesday, Wednesday and Thursday after school from 2.35- 3.35pm, where TA support is available throughout. EAL students in KS3 can make use of the lunchtime ‘Drop-in’ which runs in the SEN department during their lunch time.

1.4 Examination Arrangements

If appropriate and reflective of a student’s normal way of working, Telford Langley School will provide EAL students with the use of bilingual translation dictionaries. This is in line with JCQ recommendations and refers to candidates who have been residing in the UK for less than two years at the time of the examination. These students may also be considered for up to 10% extra time. If any EAL students also have identified SEN needs, the relevant exam arrangements will be awarded after appropriate assessments have taken place.

Arrangements are:

Residing in the country for under 2 years = bilingual dictionary and up to 10% extra time if required/normal way of working.

Residing in the country for over 2 years = bilingual dictionary only.

Due to the marking allocation changes in spelling, punctuation and grammar (Spag) in some examinations bilingual dictionaries may not be used.

Appendix 1 – Proficiency in English Judgements

Each EAL pupil will have to be assessed and will be provided with measure of proficiency as listed below. Telford Langley school will use a ‘best fit’ judgement.

Code	Description
A	<p>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.</p>
B	<p>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. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
C	<p>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.</p>
D	<p>Competent Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks</p>
E	<p>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.</p>
N	<p>Not yet assessed. This may only be used new pupils who enter schools just before census or where a pupil is dually registered.</p>