

English as an Additional Language EAL Policy

Rationale

The aim of this policy is to illustrate the steps taken at Edgbaston High School to provide for pupils' educational and pastoral needs in relation to EAL. EHS is greatly enriched by the diversity of ethnicity, culture and language of its students and ensures equality of access to the curriculum.

A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Linked policies:

Curriculum Policy
Safeguarding Policy
Equal opportunities Policy
PSHEE Policy
Access Arrangement Policy
Admissions Policy
Anti-bullying Policy

Objectives

At EHS we aim to:

- To assist students for whom English is not a first language.
- To welcome and promote all learning experiences brought to the school by such pupils.
- To assess students to identify their individual, learning needs.
- To ensure that school wide strategies are in place to enable students to access the curriculum across all subjects and work towards developing their English Language skills.
- To enable all students to become confident with the English language so that they are able to fulfil their academic potential and personal aims.
- To fully conform to guidelines outlined in the 1998 Educational Reform Act and Equality Act 2010 as well as the SEN code of practice September 2014 and update 2015. To conform with GDPR guidelines and the Data Protection Act 2018.

Success criteria

A successful policy will ensure the below methodology is implemented and pupils are making good age related and individual progress. Pupils will be contributing to and involving themselves in the wider curriculum and feel safe and happy in school.

Methodology

1. Implementation

- We aim to assess a pupil's language level as soon as possible to ascertain the pupil's level of proficiency in the four skill areas of reading, writing, listening and speaking.
- Information on potential EAL pupils, including age, first language, level of English, whether they have studied previously in an English medium school or have special interests or abilities, is normally obtained by the Admissions Department in advance of a pupil's arrival. This is done on the basis of test results and reports from the pupil's previous school. However, following their arrival at school, the usual ongoing assessment of a pupil's academic progress may indicate a need for EAL support.
- In addition, requests at any time for EAL support from a pupil, their parents/carers or by a pupil's teacher/tutor are always taken into account.
- Once a potential EAL pupil is identified, students will be monitored and meet with SENDCo/Director of Learning Support for additional support if it is deemed necessary. Staff will be made aware of teaching and learning strategies. The EAL provision is very flexible in order to take into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, different linguistic needs and the different dynamics of classes. Pastoral support will also be provided if deemed necessary.
- We endeavor to ensure that all of our lessons maintain pace, variety and challenge, encourage active learning and ensure tasks and resources are appropriately differentiated.
- If, at any stage, it becomes apparent that a pupil requires additional EAL input, every effort will be taken to ensure that this need is met, this may involve the school contacting parents to suggest the involvement of an EAL tutor for one-to-one support. This may be an out of school arrangement.
- Appropriate special arrangements/access arrangements in GCSE / AS / A2 examinations will be sought for pupils for whom English is a second or additional language.

Curriculum

The School has a responsibility to ensure that each pupil has access to a broad and balanced curriculum and teachers have a responsibility to provide effective learning opportunities for all pupils by providing relevant and appropriately challenging work. The curriculum, plans and schemes of work take proper account of the needs of all pupils. Teachers are expected to:

- Set suitable learning challenges.
- Respond to pupils' language needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

2. Monitoring

Progress is monitored by Director of Learning Support (SENDCo), subject teachers, Heads of Department, Heads of Year and Form Teachers.

The SENDCo/Director of Learning Support has an obligation to identify learners and inform all staff prior to the student's arrival so that provision can be in place. They should also ensure that the learning needs of the students are being met by all members of staff throughout the school.

Middle Managers have an obligation to ensure that the needs of the learners are being supported in their Departments and that they are providing full support to teachers within their department.

Classroom teachers have an obligation to support students in their classrooms, provide a safe and stable learning environment, and differentiate work to the best of their ability and to alert Heads of Department, Heads of Year and SENDCo/Director of Learning Support of any specific concerns.

Evaluation

Pupil progress is regularly assessed and monitored with appropriate changes being made after staff / pupil / parents consultation where necessary.

Review

The policy is reviewed every two years by the SENDCo/Director of Learning Support.

Signed by the Headmistress:

CAMacro

Approved by Council:

Approved by School Council

Date:

27/9/21

Date.....27/9/21.....

Review date: August 2023

Appendix

EAL Students and Special Educational Needs

Definition of Special Educational Needs

Pupils have special educational needs if *they have a learning difficulty or disability that calls for special educational provision to be made for them (SEND Code of practice 2015).*

Pupils have a learning difficulty if *they have a significantly greater difficulty in learning than the majority of pupils the same age or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age without at least some modification/additional support.*

Additional Learning Needs (ALN) is the designation used by the school for pupils *who do not have SEN as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.*

A child **must not** be regarded as having a learning difficulty, Special Educational Needs (SEN), solely because the home language is different from the language in which she will be taught at school. While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs may include a proportion of EAL students, and other students from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL students.

More able, Gifted and Talented Pupils

At EHS we recognise that pupils for whom English is an additional language may well be more able, gifted and talented.

If it is found that a pupil's lack of English is prohibiting them from progressing to the best of their ability strategies will be put in place to provide equal access to the curriculum, this may include the use of assistive technology.

Strategies

Staff are encouraged to use the following support strategies to ensure curriculum access (list not exhaustive):

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support eg posters, objects, non-verbal clues, pictures, demonstration, use of gesture
- Bilingual resources, eg dictionaries, on-line support, bilingual staff/pupils, texts key word lists
- Writing frames and sentence starters

- Opportunities for role play, where appropriate
- Pupils receive regular feedback from staff
- Use of drama and role play
- Ensure home languages are valued and used where appropriate
- Provide opportunities to talk before writing

Inset/Staff Development

Supporting EAL pupils involves every person in the School. The School has a general plan for staff development and inset training. The Director of Learning Support (SENDSCO) will ensure that when necessary EAL is a significant part of the plan. Raising staff awareness of EAL issues is achieved by ongoing discussions with staff about individual pupils, discussion at Teaching and Learning meetings, responding to inquiries, EAL input into the NQT process and facilitating whole school INSET on EAL, if a need is identified.