

THE TELFORD PRIORY SCHOOL



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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

The Telford Priory School 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 students 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 students 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/Carers to help them to support their child's learning.
- To facilitate Parents/Carers access to school life by providing bilingual support and/or dual language information especially for Parents/Carers evenings, school events and workshops, and to monitor parental involvement as far as possible.
- To ensure that EAL students 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 The Telford Priory School the teaching and learning, achievements, attitudes and wellbeing 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 should place emphasis of diversity and a respect for all individuals in all dealings with students, Parents/Carers 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. 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)

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Within The Telford Priory 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

3. Principles of EAL Provision

- EAL students should be supported and have 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.

4. 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.

5. 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 The Telford Priory 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 The Telford Priory School, they are supported by the school's EAL lead.
- 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/Carers are encouraged to become involved in their child's education.

6. Roles and Responsibilities

The member of staff responsible for coordinating EAL provision, is the dedicated EAL Coordinator.

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

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- 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 learning support strategies, approaches and materials for EAL students
- Liaising with Parents/Carers where appropriate
- Developing, overseeing the implementation of, and reviewing timely interventions with targeted EAL students

At The Telford Priory 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 TA / EAL Link
- Differentiate their lessons to enable EAL students to be supported in their language development

7. Identification

Initial information is gathered from Parents/Carers, via a translator where necessary and also from Primary and/or previous Secondary schools. This information is analysed and a decision made as to whether further assessments need to be made.

8. 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/Carers and previous schools
- Formal Reading assessments in Term 1 of Year 7
- Initial assessments as part of admissions
- Work sampling
- Staff comments and observations
- Input from students themselves

Students will then be assigned an appropriate EAL stage (A to 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. The Telford Priory School recognises that most EAL students needing support with their English do not have SEND needs. However, should SEND needs be identified during initial assessments or observations, EAL students will have equal access to the school's SEND provision, in addition to EAL support.

9. 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 interventions in place if appropriate.

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10. Provision

1.1. The EAL Coordinator 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 should aim 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 Students can access support from the EAL Coordinator if required.

11. Examination Arrangements

If appropriate and reflective of a student's normal way of working, The Telford Priory School will provide EAL students with the use of bilingual translation dictionaries or IPAD's. 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 25% extra time. If any EAL students also have identified SEN needs, the relevant exam arrangements will be awarded after appropriate assessments have taken place.