POLICY: **WHOLE SCHOOL EAL STRATEGY**

PERSON RESPONSIBLE: J BAILEY   *MONITORING*: SENCO

REVIEWED: September 2018   *REVIEW DATE*: June 2019

Adopted by the Governing Board on 19th September 2018.

RATIONALE

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English. The Department for Education (DfE) has published guidance on completing the school census. In a section about language codes, it says that a student's first language is not English where:

... the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community ...

School census 2017 to 2018, GOV.UK – DfE, see section 5.3.2

A student's first language is usually the language a pupil was exposed to the most as a young child. The home language usually refers to the language(s) spoken in the student's home on a regular basis. Multi-lingual students may have more than one home language, for example, as they may speak different languages regularly to different family members. The home language, or one of them, may be the same as the first language. A student's home language may also change over time.

EAL students share many common characteristics with students whose first language is English. However, their learning experience differs because they are learning in and through another language, and because they may come from cultural backgrounds and communities that have different understandings and expectations of education, language and learning.

A child's English may range from fluent, particularly when English is the primary language used in the home, to very limited. It is important that teachers do all we can to support children with EAL so that they can feel safe and secure and make good progress.

PURPOSE

EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential. The provision of this support fulfils the requirements of the Equality Act 2010 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

This policy sets out Paget High School's principles and strategies with regard to the needs and skills of EAL students.

It is important to ensure that students learning English as an Additional Language (EAL) receive their full entitlement to the National Curriculum.

PRINCIPLES

- The National Curriculum is an entitlement for ALL students.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to our school.

- That a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.
- Students learn English when they are immersed in the language and therefore in lessons as soon as possible.
- To ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident in all aspects of their school life and to acquire the English language skills they need to be able to fulfil their academic potential.
- To be able to assess the skills and needs of students with EAL and to provide for their needs.
- All teachers are responsible for the education and welfare of students with EAL.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.

STRATEGIES TO SUPPORT EAL LEARNING

INDUCTION
1. The SENCO and HoY will meet the students and the parents/carers and complete the Admission Forms
2. A welcoming environment and ethos that includes establishing and maintaining strong links with parents/carers is crucial and regular meetings between the designated SENCO/HoY and the parents/carers in order that the partnership can support EAL students.
3. The SENCO will complete the EAL Assessment Form to determine level of need.
   - On the first day of starting school, the student will be:
   - assigned a buddy
   - allocated a key worker if needed
   - spend time in the Form Group
   - have a tour of the school
   - start to follow a timetable'
4. The SENCO to carry out the following entry tests within the first couple of days and share the findings with the HoY & HoF:-
   - Reading Comprehension Test
   - Spelling Test
   - Detailed Assessment of Speed of Handwriting (CM to train English Staff)
   - English Proficiency Test (if required)
   - Numeracy Test in Maths lessons.
5. The timetable will be adjusted as required to best meet the needs of the student.
6. Intervention groups and additional sessions will be initiated to best support the student.

WHOLE SCHOOL
- A celebration of diversity, culture and language throughout the school and manifested through whole school and year assemblies, Religious Education, PSE and each subject taught in the school.
- Support provided in various forms, including the provision of in-class support, a key worker, intervention groups, work in small groups where appropriate and English induction classes for the family where possible.
- EAL information shared with staff to inform teaching and learning in the classroom.
- CPD provided for staff throughout the year and as and when required.
- As with all children, the recognition of the need to support EAL learner's mental and emotional health.

LEADERSHIP OF EAL
- Strategic leadership and monitoring is the responsibility of SLT and the SENCO in charge of EAL.
- All teachers and support staff are teachers of language & literacy and as such have responsibility for the development of literacy and contribute to students' development of language as speaking, listening, writing, reading and speaking are, to varying degrees, integral to all lessons.

TEACHING & LEARNING
Good teaching and learning in the classroom as outlined in the Day Book and in the Literacy Policy will support EAL students but the following strategies will further support our students:
- Liaison between HoF, teachers, SENCO and the Wellbeing Hub to discuss language development within the structure of the lesson.
- Teachers that are knowledgeable about their students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context.
- Have high expectations; expect students to participate in all classroom activities/tasks.
- Recognise that EAL students need more time to process answers and to complete extended work.
- Allow students to use their mother tongue to explore concepts when appropriate.
- Give newly arrived students time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use.
- Structured group activities that encourage speaking and listening so that EAL students hear good models of English.
- Show differentiated work for EAL students
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the sitting of appropriate extended tasks.

MONITORING & EVALUATION
The policy will be monitored and quality assured by SLT, SENCO and HoFs, using the following approaches:
- Book Looks.
- Climate Walks.
- Lesson Observations.
- Teaching and Learning Consultants.
- Sharing of good practice.
- The use of the Accelerated Reader package and tests as carried out by the SENCO.

CONCLUSION
Children may become conversationally fluent in a new language in two or three years but may take five or more years to catch up with monolingual peers in cognitive and academic language. EAL students are as able as any other children, and the learning experiences planned for them should be no less challenging. All attempts at communication should be encouraged and **praised**. **It is important to be encouraging without being demanding and to use modelling to correct mistakes rather than tell children they are wrong – this will only serve to inhibit their attempts and damage self-esteem.** Remember how tiring it can be to be in an unfamiliar language environment.

ADMISSION OF STUDENTS SPEAKING LITTLE OR NO ENGLISH

The appropriate Head of Year and SENCO (where possible) will admit new students using the EAL forms. If the parents/carers speak little or no English, the school will attempt to find an interpreter to help with the admission process. In addition to the information collected for all new admissions, the Head of Year will ask for the following information:

- Date of arrival in the UK
- Country of origin
- First/Home language(s)
- Asylum seeker status
- LAC status

The Head of Year will pass this information using Forms AF1 / AF2 on to:
    1) the school office for entry in the SIMS database; and
    2) the Head of the Wellbeing Hub.

SUPPORT ARRANGEMENTS

The Head of Year will assign the student to a registration group and consult appropriate Heads of Curriculum Area for placement in teaching groups. The form tutor will choose students to act as a 'Buddies' during the new arrival's first few days. The Buddies' responsibilities will include introducing the student to the Wellbeing Hub. Here the student will be able to seek help outside of lesson times.

Wellbeing Hub staff will carry out an initial assessment of the student's English language abilities using Form EAL1. If necessary, Learning Support staff will include the student in EAL sessions to develop basic skills and vocabulary. The Wellbeing Hub may also provide basic English skills resources for students to use in lessons, until they can begin to access the subject specific tasks.

Subject teachers will include the student in lessons by differentiating tasks or activities and giving the student opportunities to practise *speaking* English.

Teaching Assistants may provide support in lessons, in the Wellbeing Hub or in homework club. They may help to adapt tasks or recommend appropriate resources to assist in differentiation.

Recently arrived students in Key Stage 4 may have timetabled EAL lessons. These lessons are designed to help students develop their English language skills so that they can achieve the best possible results at GCSE or to prepare them for post 16 courses at an appropriate level.

EXPECTATIONS FOR THE STUDENT

Many new arrivals will have studied English as a foreign language, but they may not recognise the local dialect. They often go through a silent period during which they watch and listen, build confidence and become accustomed to cultural differences and to the varieties of English spoken by their teachers and peers.

Every student is expected to take part in lessons to the best of their ability and to complete homework assignments. This applies to EAL students, though the assignments could be differentiated, finding a balance between the students' English language competence and their cognitive skills.

ASSESSMENT AND MONITORING OF PROGRESS

EAL students will be assessed and monitored according to school policy. For students supported in The Wellbeing Hub Learning Support staff set and review additional EAL/Literacy targets.

TARGET SETTING

While there will be no KS2 data or FFT predictions for newly arrived students, it may be possible to set targets based on the students' cognitive abilities, previous experience of English language learning, and literacy testing in Paget. Targets might include Life Skills and Careers Education as well as English language learning goals that can be applied in subject-based tasks

ADDITIONAL NEEDS

If a student has a learning difficulty in his or her first language, we will follow the school's Special Educational Needs policy.

ACCESS ARRANGEMENTS FOR TESTS AND EXAMINATIONS

Students who have been in the UK for less than three years may have up to 10% extra time to use a bilingual dictionary in most of their examinations, if their usual way of working includes looking up translations.

Students who have been in the UK for longer than three years may use a bilingual dictionary *without* extra time, if their usual way of working includes looking up translations.

Students are encouraged to make use of bilingual dictionaries or online translations in lessons, but they must be made aware that they will not be allowed to use a dictionary in English Language examinations.

Wellbeing Hub staff will apply for permission to make the appropriate Access Arrangements, including those for students with learning difficulties.

Admission Process

Start of Year Admissions

1. SENCO & HoY to use KS2 information to organise Tutor Groups.

2. All Year 7 students to complete Literacy and Numeracy tests.

3. Data to be used to determine further tests as necessary and findings shared with HoF on AF2 - In Year Admission or Re-admission Form 2018.

4. SENCO to adapt the curriculum depending on the need and inform HoY and KW (SIMs and Timetable) on AF2 - In Year Admission or Re-admission Form 2018.

Literacy / EAL / Numeracy

1. AF1 - In Year Admission or Re-admission Information sheet completed by HoY with the SENCO in attendance.

2. AF1 - In Year Admission or Re-admission copied to SENCO and HoY.

3. On the first day of starting school, the student will be:

   - assigned a buddy
   - spend time in the Form Group
   - have a tour of the school
   - start to follow a timetable.

4. SENCO to carry out the following entry tests within the first couple of days:-

   - Reading Comprehension Test
   - Spelling Test
   - Detailed Assessment of Speed of Handwriting (CM to train English Staff)
   - English Proficiency Test (if required)
   - Numeracy Test in Maths lessons.

5. SENCO to share results and scores with HoF and HoY using AF2 - In Year Admission or Re-admission Form 2018 Form.

6. SENCO, HoY and Deputy in charge of the Curriculum adapt the curriculum and timetable, depending on the need of the student.

7. SENCO / HoY to share timetable information using AF2 - In Year Admission or Re-admission Form 2018 Form with Form Tutor, HoY, HoFs, KW (SIMs and Timetable) and SENCO.

AF1: In Year Admission / Re-admission Form

Completed by the Head of Year with the SENCO

Forename:		Surname:	
Address:			
		Postcode:	
Proof of address type *(e.g. gas bill)***:**		**Seen by whom:**	
Telephone Number:		**Mobile Number:**	
Gender :	☐ MALE ☐ FEMALE	**DOB:**	
Year:		**Form:**	
Admission Date:		**Enrolment Status:**	

If previous school not in UK please provide both birth certificate and passport for identification purposes.

ID Type *(e.g. passport)*:		ID Checked and by who:	
First Language:		**Home Language:**	
Ethnic Code*: *(See reverse)*		**Nationality:**	
Immigration Status:		**Asylum?:**	☐ Yes ☐ No
EAL:			☐ Yes ☐ No
Do Parents / Carers speak English?:			☐ Yes ☐ No
Do Parents / Carers commit to attend:		**ESOL Classes?**	☐ Yes ☐ No
		EAL Support?	☐ Yes ☐ No
Parent / Carer Signature:		**Date:**	

FSM:	☐ Yes ☐ No *(If yes, please give additional FSM form to complete.)*
LAC:	☐ Yes ☐ No *(If yes, please provide evidence.)*
Service Child:	☐ Yes ☐ No *(If yes, please provide evidence.)*
SEN Register:	☐ Yes ☐ No *(If yes, please provide details.)*

Previous School (address):			
Parents' / Carers' Name:		**Parental Responsibility:**	☐ Yes ☐ No
		Evidence?:	☐ Yes ☐ No

AF2: In Year Admission / Re-admission Form

Information to HoF / HoY

Name:				Form:		Admission Date:	

	Further Information:				
FSM:	☐ Yes ☐ No				
LAC:	☐ Yes ☐ No				
Service Child:	☐ Yes ☐ No				
SEN Register:	☐ Yes ☐ No				
Literacy Information:		Completed	Score	Referral to WPI	Notes
1.					
2.					
3.					
EAL Information	☐ Yes ☐ No	Completed	Score	Referral to WPI	Notes
1.					
2.					
3.					

Revised frTimetable Information

To enable all timetable information to be entered correctly – all the class information must be filled in please.

Mathematics Group / Set:		**D & T Group:**	
English Group / Set:		**P.E. Group:**	
Science Group:		**MFL Group:**	
Humanities Group / Set:			

Option Groups: KS4		**Option Groups: KS5**	
A		**A**	
B		**B**	
C		**C**	
D		**D**	

Original to Office

CC: ☐ *Form Tutor*
  ☐ *HoY*
  ☐ *HoF*
  ☐ *KW*
  ☐ *SENCO*

Office Use Only

CTF:	*Paper File:*

EAL Recent Arrivals Information

Name:		Form:		Date:	

First Language:	

☐ Can speak and understand ☐ Can read and write

Home Language:	

☐ Can speak and understand ☐ Can read and write

Other Language:	

☐ Can speak and understand ☐ Can read and write

English Proficiency Level:

☐ (A) New to English	☐ (B) Early Acquisition	☐ (C) Developing Competence	☐ (D) Competent	☐ (E) Fluent

Subjects already studied:	✓ = Studied *✓ = favourite subjects

☐ English   ☐ Maths   ☐ Science (Biology, Chemistry, Physics)

☐ Art   ☐ Business   ☐ Design & Technology

☐ Geography   ☐ History   ☐ Religious Studies

☐ Information Technology (Computing)   ☐ Languages   ☐ Music

☐ Physical Education   ☐ Other (*please specify*):

Adaptations to the curriculum:

☐ EAL Mentor – morning registration   ☐ EAL Intervention during specified lessons

Day(s):	
Time(s):	
Option / Subject(s):	
Key Worker:	