

# Policy and Procedure on English as an Additional Language (EAL)

Cambian Dilston College

Policy Author / Reviewer	Bill Brown
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## 1. Monitoring and Review

- 1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- 1.2. The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



Anne Marie Carrie  
Proprietor, Cambian Group  
January 2015



Nicola Moxon  
Principal  
March 2018

## 2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the college. Cambian Dilston College is a College.
Individual	means any student or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Dilston College we have children and adults attending and residing between the ages of 16-25.
Service Head	This is the senior person with overall responsibility for the Cambian Dilston College. At Cambian Dilston College this is the Principal who is Nicola Moxon. <i>* dual registered locations need to include Service Head and Registered Manager if they are not the same person.</i>
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Parents/carers	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Dilston College this is Ofsted and CQC.
Social Worker	This means the worker allocated to the student/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the student or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
SEN	means Special Education Needs and is usually shortened to SEN.

## 3. Legislation

3.1. Complies with Part 6, paragraph 24(3) (b) of The Education (Independent College Standards Compliance Record) (England) (Amendment) Regulations.

#### 4. Applies to:

- the whole Location inclusive of activities outside of the normal hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the Location.

#### 5. Availability

- 5.1. This policy is made available to parents/parents/carers, carers, staff and Individuals from the Cambian Dilston Colleges website at <http://www.cambianguroup.com/ourservices/service/brochuresandreports.aspx?id=161&s=0>

#### 6. Introduction

- 6.1. In common with the rest of the curriculum, where a student is learning English as an additional language, this is individually planned for, taking into account the particular needs of the student and working with the family to plan how best to facilitate the student's integration into an English speaking setting. If for example, a student at our Location was most comfortable with say another language our strategy in understanding how best to enable the student to use English would include observing the student communicating in their mother tongue. As a result of this, key English words would be sent to the parents/carers, and we would request from them a list of the key words in their mother tongue. This would enable the staff to be familiar with what the student might be trying to say. It would also assist in preventing the student becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the staff to encourage the student to transfer the word into English. Our experience is that this individually tailored approach has shown to be highly successful. We offer parents/carers the option to receive any policies, procedures, newsletters etc. That they would receive in English, translated into other languages.
- 6.2. The teaching and learning, achievements, attitudes and well-being of all our Individuals are important. We encourage all our Individuals to achieve the highest possible standards. We do this through taking account of each Individual's life experiences and needs.

#### 7. Aims and objectives

- Our curriculum secures entitlement for all Individuals to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our college.
  - The aim of this policy is to help ensure that we meet the full range of needs of those Individuals who are learning English as an additional language. This is in line with the requirements of current legislation
- 7.1. We aim to raise the attainment of minority ethnic students by:
- assessing students' English ability and giving students with EAL access to the curriculum as quickly as possible;
  - providing students with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
  - providing additional in-class and withdrawal support to these students;
  - developing an understanding of and valuing students' home languages;
  - using visual and auditory resources;
  - assessing students with EAL to establish their needs and progress;
  - liaising with Special Educational Needs (SEN) colleagues in identifying students who may additionally have SEN.
- 7.2. The aims of our (EAL) provision are that all students whose first language is not English:
- become autonomous in all aspects of the English Language;
  - are supported so that they gain full access to the full college curriculum that is offered;

- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

## 8. Assessment for learning

### Identification and Assessment

8.1. Parents and carers are asked to inform the college of any language needs their individual may have on entry to college. In addition to this, staff liaising with colleagues and working alongside students should be able to identify and assess students with EAL in order to target them for support. This can be done using a variety of data, including:

- NFER English and Maths tests
- PIPs and Aspects
- Foundation stage profile
- Staff assessment
- Reading tests/sweeps
- Spelling tests
- Individual student targets
- ICT based tracking systems
- Consultation with parents/carers
- Attendance and behaviour monitoring
- Accurate ethnic data

8.2. Once the students have been identified and assessed, the class staff needs to work with colleagues to develop Individual Language Plans with SMART targets (ILP's). All should be aware that EAL students will frequently understand what is being said, well before they have confidence enough to speak themselves.

### Teaching and learning style

8.3. Staff take action to help Individuals who are learning English as an additional language by various means:

- developing their spoken and written English by:
  - ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
  - providing in class support for individuals and small groups;
  - developing appropriate resources;
  - explaining how speaking and writing in English are structured for different purposes across a range of subjects;
  - providing a range of reading materials that highlight the different ways in which English is used;
  - encouraging Individuals to transfer their knowledge, skills and understanding of one language to another;
  - providing support within small-group intervention strategy programmes also involving non-EAL students;
  - providing advice and training for staff members;
  - building on Individual's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;
- ensuring access to the curriculum and to assessment by:
  - using accessible texts and materials that suit Individual's ages and levels of learning;

- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

### Home-college links

8.4. These are in place to:

- Welcome parents/carers into college
- Communicate with and involve parents/carers in their Individual's learning
- Promote a multi-cultural understanding in college

8.5. The college is aware of obstacles to communication that may arise for some students and families with EAL and knows where to seek advice and support to overcome these.

### Professional development

8.6. All staff are provided with opportunities for training on EAL. This contributes to the development of good practice and the raising of achievement within the college.

### Use of ICT

8.7. ICT is a central resource for learning in all areas at Cambian Dilston College and is used when relevant for meeting the needs of EAL students.

### Resources

8.8. Staff working with EAL students can receive training in how to use existing resources to support language development, as part of their professional development. The college seeks to purchase and develop resources which reflect different ethnicities in their language, visual images and content. Money is allocated each year to purchase further resources to support Learning Development including EAL. If staff do not share the student's language they can use resources to demonstrate the value of the student's language through:

- dual language texts;
- multi lingual labels around the classroom / college and
- stories from their own and other cultures.

### Effective EAL support

8.9. This will be evidenced by:

- High standards of EAL training and curriculum content for EAL students
- Good leadership and management of EAL
- Students with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of students at the early stage of language learning
- New EAL learners can be paired with both a helper who speaks their mother tongue, wherever possible (to help them feel comfortable) and a classmate (to help them integrate into the college)
- Support takes account of students at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson
- The offered curriculum is relevant and sensitive
- The SMT is involved in the monitoring, deployment and quality of provision for the support of minority ethnic students
- Links with parents/carers are good
- The area is a strength in the college

8.10. The additional support beyond the classroom available through the college will take following form:

#### Identification of EAL needs

8.11. EAL needs are identified through a range of methods, including:

- On entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings with the student and parents/carers take place.
- By teaching staff recognition of the particular needs of a student, which should be fed back to the Head of Education
- Through individual meetings with the Admissions Officer
- Through discussion with external professionals e.g. tutors, previous staff, etc.
- Through parental information.

8.12. Parents/carers are asked to inform college of any language needs their student may have on entry to college. In addition to this, their class tutors liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support. Once the students have been identified and assessed, the Head of Education will provide key details of the students' requirements, and advice as to appropriate strategies. All should be aware that EAL students will frequently understand what is being said, well before they have confidence enough to speak themselves.

#### Provision for Learning Needs

8.13. Students with EAL will be differentiated for in accordance with our Differentiation and SEND policies. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). As with all students this differentiation will be personalised by subject tutors to take into account the stage of learning attained by the student, and the methods in which they work best. Staff will be advised and supported by the Head of Education as to suitable methods for each student.

#### Curriculum Access

8.14. Teaching and learning, achievements, attitudes and well-being of all our Individuals are important. Some of our Individuals may have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Individuals who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking Individuals. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

8.15. All Individuals in our college follow the curricular requirements. Individuals with English as an additional language do not produce separate work.

8.16. We do not withdraw Individuals from lessons to receive EAL support. Support Workers work in partnership with class tutors within classrooms. This involves supporting individual Individuals or small groups of Individuals and, at times, teaching the whole class. Sometimes they work with groups of Individuals, of whom only one or two may be EAL Individuals.

## 9. Standard Letters, Forms and Related Policy

9.1. Curriculum Policy

9.2. SEN Policy

9.3. Teaching and Learning Policies