

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

Great Dunmow School

Policy Author / Reviewer	Chris Strong
Approval Date	September 2018
Next Review Date	September 2024
Version No	3
Policy Level	Schools
Staff Groups Affected	All staff in schools

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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:

*A Sutherland*

Andrew Sutherland  
Cambian Group  
September 2023



Tonia Lewis  
Headteacher/Principal  
February 2024

## 2. Terminology

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

<b>'Establishment' or 'Location'</b>	this is a generic term which means the Children's Home/school/college. Great Dunmow school is a School.
<b>Individual</b>	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Great Dunmow School we have children attending between the ages of 11-18 years old.
<b>Service Head</b>	This is the senior person with overall responsibility for the school. At Great Dunmow School this is the Head Teacher who is Tonia Lewis.
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
<b>Parent, Carer, Guardian</b>	means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Great Dunmow School this is Ofsted.
<b>Social Worker</b>	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
<b>Staff</b>	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
<b>SEN</b>	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 School 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/guardians, carers, staff and Individuals from the school office.

### 6. Introduction

- 6.1. In common with the rest of the curriculum, where a child is learning English as an additional language, this is individually planned for, taking into account the particular needs of the child and working with the family to plan how best to facilitate the child's integration into an English speaking setting. If for example, a child at our Location was most comfortable with say another language our strategy in understanding how best to enable the child to use English would include observing the child communicating in their mother tongue. As a result of this, key English words would be sent to the carers/social worker/parents, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the child might be trying to say. It would also assist in preventing the child becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the child to transfer the word into English. We offer guardians 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

- The National 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 school.

- 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 pupils by:

- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible;
- providing pupils 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 (if required) to these pupils;
- developing an understanding of and valuing pupils' home languages;
- using visual and auditory resources;
- assessing pupils with EAL to establish their needs and progress;
- liaising with Special Educational Needs (SEN) colleagues in identifying pupils 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 school 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

**8.1.** We use QCA English scales to measure English language competence for EAL Individuals linked to the National Curriculum. We carry out ongoing recording of attainment and progress in line with agreed school procedures.

**8.2.** Students who have been resident in Britain for less than two years at the time of sitting formal public examinations (e.g. GCSE, A-level) may qualify for extra time. The SENCo will submit the necessary documentation to the relevant examining bodies in this instance.

### Identification and Assessment

**8.3.** Carers/Local Authorities (Social workers) are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers liaising with colleagues and working alongside pupils should be

able to identify and assess pupils with EAL in order to target them for support. This can be done using a variety of data, including:

- NFER English and Maths tests
- CATs
- Teacher assessment
- Reading tests
- Spelling tests
- Individual pupil targets
- ICT based tracking systems
- Consultation with guardians
- Attendance and behaviour monitoring
- Accurate ethnic data

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

#### Teaching and learning style

**8.5.** Teachers 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 pupils;
  - 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-school links

**8.6.** These are in place to:

- Welcome social workers/ care home staff into school
- Communicate with and involve guardians in their Individual's learning
- Promote a multi-cultural understanding in school

**8.7.** The school is aware of obstacles to communication that may arise for some pupils and families with EAL and knows where to seek advice and support to overcome these.

### Professional development

- 8.8.** All staff are provided with opportunities for training on EAL, through the SENCo, whose responsibility it is to provide this training on a regular basis, for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

### Use of ICT

- 8.9.** ICT is a central resource for learning in all areas at Great Dunmow School and is used when relevant for meeting the needs of EAL pupils.

### Resources

- 8.10.** Staff working with EAL pupils can receive training in how to use existing resources to support language development, as part of their professional development. The school seeks to purchase 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 teachers 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 / school and
- stories from their own and other cultures.

### Effective EAL support

**8.11.** This will be evidenced by:

- High standards of EAL training and curriculum content for EAL pupils
- Good leadership and management of EAL
- Pupils with EAL are sufficiently challenged and supported so they can reach their potential
- Support takes account of pupils at the early stage of language learning
- Support takes account of pupils 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 Head Teacher is involved in the monitoring, deployment and quality of provision for the support of minority ethnic pupils
- Links with guardians are good

**8.12.** The additional support beyond the classroom available through the SEND department will take following form:

### Key Stage 4 and 5

**8.13.** Students with an appropriate level of English will continue in English lessons leading to GCSE English Language/ Vocational Courses at appropriate level. Alternative arrangements will be made for those who would find the GCSE curriculum too difficult or inappropriate (e.g. Functional Skills qualifications, ESOL or Entry Level qualifications).

### Identification of EAL needs

**8.14.** 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 child and guardians take place.
- By teaching staff recognition of the particular needs of a child, which should be fed back to the SENCo.
- Through individual meetings with the SENCo, and with the Head of the MFL faculty where appropriate (e.g. where the language spoken is one that is taught within school, and/or where facilitation of the child's development of language can clearly be assisted through the MFL department's provision).
- Through discussion with external professionals e.g. tutors, previous teachers, etc.
- Through parental information.

**8.15.** Guardians are asked to inform school of any language needs their child may have on entry to school. In addition to this, their class teachers 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 SENCo will provide key details of the students' requirements, and advice as to appropriate strategies, through the EAL register. 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

**8.16.** 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 teachers to take into account the stage of learning attained by the student, and the methods in which they work best. Teachers will be advised and supported by the SENCo as to suitable methods for each child.

### Curriculum Access

- 8.17.** 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.
- 8.18.** All Individuals in our school follow the curricular requirements of the National Curriculum where appropriate. Individuals with English as an additional language do not produce separate work.
- 8.19.** We do not withdraw Individuals from lessons to receive EAL support. Teaching Assistants work in partnership with class teachers 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