

Date: August 2024
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Responsibility: KB, VB

Bishop Challoner School



EAL Policy

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School Context

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. The description now used to identify pupils is made up as below:

- Pupils arriving from other countries and whose first language is not English.
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who were born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK but arrive at school with very little English due to having spoken only Bengali at home and within the community.)
- Pupils who have a parent who speaks a language other than English and the child communicates with them in that language (i.e. bilingual children)

Principles of Learning Support

EAL pupils, 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.

Aims of the Policy

The aims of this EAL policy are:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring
- To implement a range of strategies to ensure that EAL pupils are supported in accessing the curriculum
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential

The School's EAL Objectives

- EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their potential;
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs;
- EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- They are actively encouraged to participate in extra-curricular activities;
- The views of the pupil are sought and taken into account;
- Parents/guardians are encouraged to play a role in EAL pupils' education;
- Appropriate resources are available and are used in the school;
- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate;
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;
- Bilingualism and multiculturalism are actively supported and celebrated.

Roles and Responsibilities for Management of Provision

The Preparatory SENCO and the Learning Support Co-ordinator are the EAL Coordinators in the Preparatory, Pre-Preparatory and Senior Schools. The named persons are Helen Bateman and Vicky Bastin. The named EAL Co-ordinator in the Early Years is Anthony Peck.

Pupils with EAL will be levelled by the EAL Co-ordinator so the appropriate learning support can be tailored to the specific needs of the individual. The intervention will be regularly reviewed by the appropriate EAL Co-ordinator.

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

Stage A: silent period / beginner learner

Stage B: basic interpersonal communication skills (BICS)

Stage C: socially competent and starting to communicate more efficiently in an academic setting

Stage D: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Stage E: cognitive academic language proficiency (CALP) – level of English no barrier to achievement

It is a principle of the Code that pupils and parents are actively involved at all stages. Parents are seen as partners. They are consulted at all stages of intervention.

EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils.

Strategies

There will be a positive and effective language ethos:

There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue.

Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.

The language development of all pupils is the responsibility of all teachers and teaching support staff.

Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.

Teaching and Learning

In order to ensure that we meet the needs of EAL pupils, staff will:

- assess the pupil's fluency level as soon as possible
- show differentiated work for EAL pupils
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete extended work
- allow pupils to use their mother tongue to explore concepts when appropriate give newly arrived pupils 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
- group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques
- work in partnership with parents to support and facilitate the child's English language development, providing resources where appropriate.

Identification and assessment of EAL

Bishop Challoner are able to identify EAL pupils by using:

- Information from the registrar;
- Information from the application form;
- Information from entrance papers;
- Information from the previous school or parents/guardians;
- Questionnaire completed by pupils in Senior School.

The nature and extent of the EAL pupils is made using a range of assessment tools:

- An analysis of entrance papers;
- Formal assessment in reading, writing, speaking and listening;
- Work sampling;
- Teachers' comments and observations;
- MidYIS, non-verbal reasoning tests
- Input from pupils;
- Input from parents where possible.

Most EAL pupils needing support with their English do not have SEND needs. However, should SEND needs be identified during assessment, EAL pupils will have equal access to school SEND provision, in addition to EAL support.

Recording, Monitoring and Reporting

All EAL registers are kept on the school shared access area by the EYFS EAL Co-Ordinator, Preparatory SENCO and the Learning Support Co-ordinator in the Senior school.

Provision

Additional specific provision includes:

- External examinations in first language;
- Access arrangements for public examinations will be in line with JCQ regulations, usually a Bilingual Dictionary.

Promotion of bilingualism:

- Use of display;
- School assemblies, calendar events e.g. European Day of Languages.
- Multicultural issues in schemes of work.

Success criteria

The aims and objectives of the policy will form the basis for the evaluation process. In addition, specific targets might be identified, against which success may be measured.

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Next Review: August 2025

Reviewed by: KB/VB/HB/RH/AP