Stanborough

EAL POLICY

Reviewed by:	**Stanborough School**
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Date of next Review:	**September 2023**
Responsible member of SLT:	**Ellen Daplyn and Govin Persand (Leader in charge of EAL)**

Our policy is set within the school's four principles of:

High Expectations   Quality Learning   Mutual Respect   Success for all

Please read in combination with DFE guidance on English proficiency levels A-E.

1. Aims

Stanborough is committed to meeting the needs of students with English as an Additional Language (EAL). Whilst being clear that EAL is not SEN ('special need') or a 'learning difficulty', the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.
Therefore we will endeavour at all times to:
- Ensure EAL students have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students – particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

Students at Stanborough School whose first language is not English are identified on entry during the initial entrance interview and this information is recorded on the casual admissions form and shared with the Leader in charge of EAL, EAL Teacher and Year Leader.

2. Context

Stanborough school has a small but increasing number of students with EAL. As of September 2021, 165 / 14 % of students at Stanborough are identified as 'EAL' and speak a language other than English as their 'first' or 'common' language. A variety of first languages, other than English, are spoken by students in our School. Three of the most common languages are Polish, Bengali and Portuguese.

3. Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society.
- EAL students will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEN or 'special educational needs' and should not be treated in this way.
- EAL students are not automatically 'lower ability' – and should not be put into lower sets or treated in this way.
- EAL students will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL students which must be accounted for especially if they are new to our culture.

4. Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. Currently the Leader in charge of EAL, EAL Teacher and the Year Leader together have joint responsibility for overseeing the progress and development of students identified as EAL.
Responsibilities include:
- Identifying incoming EAL students, and signposting for an assessment of proficiency (Leader in charge of EAL)
- Providing an appropriate buddy and setting up a buddy system for newcomers. (Year Leader)
- Assessing English proficiency (EAL Teacher)

- Bringing the presence and needs of current EAL students to the attention of colleagues. (EAL Teacher).
- Set up Competency Profile for student (EAL Teacher)
- Responding to requests for information about EAL students. (Leader in charge of EAL)
- Ensuring that EAL students are integrated into mainstream classes and have full access to the curriculum. (Year Leader)
- Maintaining an up-to-date register of EAL students and their English proficiency. (EAL Teacher and Leader in charge of EAL)

5. Procedures for identification and support

Stanborough School has a dedicated EAL TA. All new entrants who are identified with EAL will be signposted to the EAL practitioner who will assess their English proficiency as:

     Level 1 – New to English
     Level 2 – Early Acquisition
     Level 3 – Developing competence
     Level 4 – Competent
     Level 5 – Fluent

Once the EAL proficiency level of the student has been established by the EAL teacher the following course of action will be taken:

1. Students at proficiency levels 4 or 5 can be allocated a timetable based on the normal casual admissions policy. They may require additional literacy and numeracy testing to establish correct setting at KS4.

2. Students who are at proficiency level 3 will be put into a full immersion timetable, but the EAL Teacher will provide teachers and other TAs with information which will enable them to appropriately differentiate the level of challenge in their lessons so that students can build on their English language skills alongside the main curriculum. The EAL Teacher will then provide additional support within allocated time slots. This might be a social group for students with EAL at tutor time, CSE or specific 1to1 mentoring and learning support in small groups or individually at KS4.

3. Students who on entry are assessed at level 2 and have little English, will be withdrawn from English and MFL lessons (KS3) and will be taught by the EAL teacher during these lessons. Where this does not fit on the timetable the student will go to Compass where they can complete homework with support and access online English support e.g. using Flash Academy (specialist software for EAL students). This initial course will also be supported by the Compass staff, who will oversee progress and engagement and will provide additional support if and when required. At the end of this course the student's proficiency will be reassessed. If the student has made progress and their English is proficient to level 3 they will return to MFL and English lessons and continue as above – the EAL Teacher will provide information about the student to these teachers and arrange for the student to meet the teachers before the first lesson. Throughout this initial support they will also receive the same support and encouragement as outlined above. In addition, the EAL teacher may go into these lessons to support (where timetable allows).

4. Students who are at proficiency Level 1 and have very little or no English, will be withdrawn from all subjects that rely heavily on English language (English, Science, MFL, Humanities) and will instead be taught a programme of English language by the EAL Teacher and complete the self-taught programme on Flash Academy. Students may be taught in a combination of in small groups, 1 to 1 sessions and self-study in Compass. At the end of this course the student's proficiency will be reassessed. If the student has made progress and their English is proficient to level 2 they will return to science and humanity lessons and the same transition support will

be provided as above.

5. Where appropriate, EAL starters at KS4 who are at proficiency level 1 and 2 will be given additional Core lessons (Additional Extra Core option) instead of an MFL option, and they will be supported to take a language GCSE in their home language. In addition, these students will be offered support in some of the following lessons: tutor time, CSE, PE. They may also be offered some in class support from the EAL teacher.

The support offered to students will be classed under a Level system (separate from the proficient levels) as follows:

Level 1: Students with little to no English will be removed from all lessons that rely heavily on the English language (English, MFL, humanities, CSE and science)

Level 2: Students with developing English will be removed from English and MFL

Level 3: students with developing competence and those in KS4 (Years 10-11 who cannot be removed from exam subjects) will receive support in class, in tutor time and during non-exam subjects where appropriate

6. Special Educational Needs and Gifted and Talented Students

The School recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have equal access to appropriate provision in line with the *Learning Support & SEN Policy*.

Similarly, the School recognises that there may be EAL students who are Gifted and Talented even though they may not be fully fluent in English, and these students will have access to appropriate provision in line with the *High Starters/High Performers and STEM Policy.*

7. Resources

The EAL Teacher will create and adapt resources, and work with faculty areas to develop resources that will support students to make the best transition possible. EAL students also have access to the Flash Academy programme, a digital platform that supports the independent learning of English as a foreign language. The EAL Teacher also has access to a range of resources that have been developed jointly by the Learning Support Team and each curriculum area to support students' English language skills, including bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language & literacy interventions. Parents are required to provide their child with a Bi-Lingual English / home language dictionary.

8. CPD

The School will ensure that all staff are provided with access to information on supporting EAL across the curriculum. These will be coordinated and provided primarily by the Leader in charge of EAL and EAL Teacher.

The School will ensure those staff carrying out specific EAL roles access appropriate CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management and Liaison Meetings.

9. Review and Evaluation of Policy

School data will include relevant information on ethnic minority/EAL students and this will enable the School to monitor targets.

This policy will be reviewed annually

10. Links to other policies:

Learning Support & SEN Policy
High Starters/High Performers and STEM Policy
Teaching & Learning Policy
Equality Policy
Admissions Policy
English Policy