

Whole School English as an Additional Language – EAL Policy

1. Purpose

1.1 This policy sets out the framework for recognition of internationalism and to ensure equality of access across the curriculum, Carr Hill High School and Sixth Form College is committed to providing a quality education in English for all EAL pupils.

All students should be encouraged to achieve their full potential, and those with EAL should be supported appropriately, so that they are able to access learning material and make measured progress.

1.2 Carr Hill High School and Sixth Form Centre aims to support those pupils with EAL by:

- Ensuring the curriculum content is inclusive
- Having open dialogue with parents and carers about their children's education
- Ensuring the child's strengths and talents are recognised and maximised
- Making use of interactive resources available online and in lessons
- Providing additional sessions/classes/intervention(s) for those pupils requiring further support in accessing the English language

2. Application

2.1 This policy applies to all our EAL pupils ensuring they are able to fully participate in the life of the school and gain access to appropriately planned and prepared curricular provision.

It helps ensure that our EAL pupils attain curriculum levels and examination grades appropriate to their abilities.

It helps us to monitor the progress of our EAL pupils' acquisition of English, their general achievement and their attainment in public examinations.

This policy is written with reference to:

- ☑ Children and Families Act 2014
- ☑ Equality Act 2010

3. Arrangements for co-ordinating EAL provision

3.1 Upon visiting the school initially, parents are asked to inform us if English is an additional language for their child.

- All y7 pupils on entry in September are given screening tests within the first few weeks of the academic year, to ascertain the need for additional support. EAL issues will be highlighted at this point too via a specialist teacher initial assessment.
- The SENCo will use the results of these tests, and will advise (where appropriate) any specific intervention the child may need for EAL.
- Visiting pupils in Year 5 and Year 6 are closely monitored by staff during their taster days, and any concerns about EAL and communication is passed on to the SENCo.
- For all students entering at other points in the year their previous school records, information from parents and any initial in house testing will inform of any EAL provision that might be required.
- It is the responsibility of all staff to monitor the progress of our EAL children. Staff liaise closely with one another about the impact of various interventions. Support is fluid, and can be adapted, removed or added to at any time.
- EAL students with whose English is not their first language will be assessed and their grade will be recorded on Sims from September 2016 to address the new Census criteria.

4. The types of EAL provision offered

4.1

- Often, full immersion into mainstream lessons will be the most successful way of encouraging a pupil to pick up English. When this is the case, pupils are closely monitored by class teachers to ensure progress is being made.
- Sometimes, pupils with EAL will be offered additional 1:1 sessions with our specialist teachers. Most EAL pupils needing additional support do not have SEN. Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- For those pupils not requiring intensive 1:1 support for EAL, but who need some intervention, we may buddy them up with a Reading Mentor: an older pupil who listens to them read and offers support. Where possible we try to provide a mentor who has some knowledge of their first language.
- EAL strategies are provided to staff to support them in their planning.
- In some cases, pupils with EAL may be given a Pupil Profile or Pen Portrait, (PP's), which teachers will refer to when planning their lessons. These PP's can give teachers useful tips on how to support that child with their acquisition of English. It also gives suggestions about how to differentiate appropriately in lessons to ensure these pupils can make progress.
- Pupils in Key Stage 4 and 5 can, where relevant, be offered specific access arrangements in examinations, such as the use of a bilingual dictionary and extra time to support them.

- When possible, the specialist teacher with the support of the SENCo provides an after school club for all EAL who want to attend. This includes high achieving EAL students and new students.
- At certain times of the year all EAL students are met by the SENCo to discuss their perceptions of provision in school.
- The SENCo and the outside specialist teacher run a voluntary EAL club every Friday after p6 until 4pm where speaking exercises, phonics and other language acquisition are covered. This club is available to ALL EAL students including high achieving EAL students.

5. Responsibilities

5.1 It is the responsibility of all staff members to monitor the progress of our pupils with EAL. If the

child has additional SEN support, it is everyone's responsibility to ensure they have a recent copy of their Pupil Profile and that it is adhered to in lesson planning. It is the SENCo's responsibility to write the PP for those pupils who may require them, and for ensuring that they are kept, up to date, on the system.

If a teacher has a concern about a pupil with EAL's academic progress, in the first instance they

should evaluate their lesson planning, to ensure they are experimenting with a range of inclusive

strategies. If they feel that adequate progress is still not being made after this point, it is the individual staff member's responsibility to speak with the SENCo about next steps.

Policy Publication and Review Log			
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