

Written by:	Anna Hulme	September 2021	
Agreed by {Chair of Governors}:	Michael Squires		
Reviewed by	Anna Hulme	November 7th 2022	

EAL Policy

Intuition School’s MISSION STATEMENT “We facilitate an innovative nurturing education for young people aged 11-16 years who do not connect with a mainstream offer. We provide day, weekly and termly places in our sought-after homely environment”

INTRODUCTION

Intuition School seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff and pupils to succeed, both academically, socially and emotionally.

We strive to provide high standards of learning, teaching and pastoral care, to recognise each individual’s abilities and encourage them to develop to their full potential. Everyone is valued highly and the values of honesty, co-operation, sensitivity, tolerance and mutual respect for others are fostered.

We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of the structured timetabled day, the extended curriculum, targeted intervention strategies.

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a academy, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole academy approach, including ethos, curriculum, education against racism and promoting language awareness.

This policy aims to raise awareness of the academy’s obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

Aims

Terminology

EAL is an umbrella term that refers to any student learning and using English as an additional or second language. Within this, there is a more vulnerable group of students we term as ‘**International New Arrivals**’ → abbreviated as **INA**. This refers specifically to students who have entered the UK within the past two years. There are also a number of terms that can be useful when describing the background of EAL students:

- ‘first generation’ – meaning they were born in another country and have since resettled in the UK with their family.
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EAL Policy

Intuition School is committed to **support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.**

Whilst being clear that EAL is not a '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.

KEY PRINCIPLES OF ADDITIONAL LANGUAGE ACQUISITION

EAL pupils are entitled to the full Academy Curriculum programmes of learning and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Although many pupils acquire the ability to communicate on a day to

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day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum.

The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language.

Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

All EAL pupils are entitled to assessments as required.

Additional specialist support may be required to visit the academy. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.

Staff have regular coaching time to discuss pupil progress, needs and targets.

Progress in the acquisition of English is regularly assessed and monitored.

Assessment methods are checked for cultural bias and action is taken to remove any that are identified.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

PLANNING, MONITORING AND EVALUATION

Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis; they are not confused with any additional SN targets.

Planning for EAL pupils incorporates both curriculum and EAL specific objectives.

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EAL Policy

Staff regularly observe, assess and record information about pupils' developing use of language.

When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

TEACHING STRATEGIES

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract. Discussion is provided before, during and after reading and writing activities. Scaffolding is provided for language and learning, eg talk frames, writing frames.

SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED PUPILS

Most EAL pupils needing additional support do not have SEN.

Should SEN be identified, EAL pupils have equal access to the academy's SEN provision.

If EAL pupils are identified as Gifted and Talented, they have equal access to the academy's provision.

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EAL Policy

PARENTAL AND COMMUNITY INVOLVEMENT

Staff strive to encourage parental and community involvement by: Providing a welcoming induction process for newly arrived pupils and their families/carers.

Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.

Identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible.

Celebrating and acknowledging the achievements of EAL pupils in the wider community.

Recognising and encouraging the use of first language.

Helping parents understand how they can support their children at home, especially by continuing the development of their first language.

4. 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. As a Catholic Salesian school, we view the fulfilment of this amongst EAL students to be a fundamental part of our sense of mission.

- 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

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EAL Policy

labelled / treat in this way.

- EAL students are not automatically 'lower ability' – and should not be labelled / treat 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

ROLES AND RESPONSIBILITIES

The responsibility for the implementation of this policy and provision rests with the Principal.

On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the SENCO, who is also the Principal.

It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the pupil, as any responsible parent would act.

The welfare of pupils will be paramount.

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. 2

Responsibilities include:

- Identifying incoming EAL students, with support of the Pastoral Team.
- Bringing the presence and needs of current EAL students to the attention of colleagues. ▪ Responding to requests for information about EAL students.
- Ensuring that E.A.L. students are integrated into mainstream classes and have full access

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EAL Policy

- to the curriculum.
- Maintaining a register of EAL students.

Approach to Teaching & Learning

- Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development - as well as teaching our subject.
- Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have coach students in how to learn - as well as teaching our subject.
- Every teacher will encounter students who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject.

Placement

We recognise that EAL students, who may be new to English and to the UK, need support and stability as they start school. We therefore aim to make an early informed decision about timetable content & setting before a student starts at school and will maintain it unless we discover the student is seriously misplaced.

Without exception, we recognise that EAL students:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.

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EAL Policy

- Are not automatically placed with Learning Support / SEN students for reasons of LSA support or smaller groups.
- Are not placed in teaching groups based on one standalone test / assessment.

INA students will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues.

Admissions, Identification and Tracking

- The School recognises that background information on EAL students can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building up of ‘learner profiles’ on EAL students’ linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.
- Incoming Y7 EAL students will be identified through the information provided on entry by primary schools and parents – collected by Y7 pastoral tutors. Students may also be identified by feedback from subject teachers following transition. Details will be recorded on the SIMS system and on the Learning Support secure shared area.

Incoming INA students will follow the *International New Arrivals – Induction & Enrolment Protocol*.

- All EAL students will be graded with reference to the NASSEA assessment system and the English National Curriculum – a three step process is followed:
 1. Compilation of an *EAL Register*.
 2. Highlighting of students who are a Cause for Concern’ based on background information, attainment data and pastoral feedback.

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EAL Policy

3. Placement of Cause for Concern' students on the *EAL Progression Map* (to set out focus areas, intervention and support responses). Whilst not wanting to overwhelm students with targets, this can then be shared with each student.

- EAL students will be monitored as part of the Achievement Group Meetings whole-school monitoring system, with the EAL Co-ordinator and pastoral staff providing additional monitoring where necessary. Where a student's achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place by the EAL Co-ordinator with support from the student's subject teachers.
- Information related to students EAL needs is passed on to subject teachers by the EAL co ordinator.

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.

Resources

A range of resources are required 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. This is currently an area for development for which the Learning Support Team and curriculum areas have joint responsibility for addressing.

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EAL Policy

CPD

The School will ensure that all staff are provided with a minimum of twice-yearly access to CPD sessions focused on supporting EAL across the curriculum. These will be coordinated and delivered primarily by the Learning Support Team.

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.

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 evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed annually

RELATED POLICIES: This policy is part of a suite of policies which should also be referred to:

Safeguarding Policy, Whistleblowing Policy, Prevent Policy, Complaints Policy, Health and Safety Policy, Special Needs Policy, Curriculum Policy, Assessment Policy, Inclusion Policy, Admissions Policy

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