



Beachborough School

POLICY FOR ENGLISH AS AN ADDITIONAL LANGUAGE

Updated: September 2022

Date of next Review: November 2023

Policy Lead: Mrs L Dowson

Checked by: Deputy Head and Head of Manor House

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Mission Statement

Our mission at Beachborough is to create the conditions and culture so that each child thrives intellectually, physically, culturally and emotionally. The priority will be the happiness of each child as it is paramount to achieving lasting success and being fully prepared for senior school.

Date implemented: Autumn Term 2017 **Date of last review:** September 2022

The person responsible for managing the governors' EAL policy:

Mrs Louise Dowson

The person responsible for day-to-day co-ordination of the Governors' SEN policy:

Mrs Louise Dowson

Compiled by: Mrs Louise Dowson

Date: September 2022

Monitoring:

The Head of Learning Success is responsible for monitoring and evaluating this policy. The policy will be reviewed annually and updated as necessary.

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1. Introduction

The term EAL is used in reference to pupils whose main language at home is a language other than English. Beachborough welcomes pupils from overseas and for whom English is an additional language. This policy sets out the School's aims, objectives and strategies, with regards to the needs and skills of pupils with EAL.

2. Principles

- a) English is best learnt through the curriculum and pupils should be encouraged to play as full a part as possible in class activities from the beginning.
- b) All teachers will be responsible for building strategies into their planning to support the language development of pupils with EAL and will structure lessons appropriately, seeking or receiving advice from the Head of Learning Success, as necessary
- c) Access to learning requires attention to vocabulary and meanings specific to each curriculum area. Meanings and understanding cannot be assumed so must be made explicit.
- d) Accurate information on pupils' needs, attainment and progress should be maintained in an accessible and manageable form.
- e) Learning an additional language is not to be confused with having learning difficulties.
- f) To be aware that just because pupils have become proficient in the social forms of English, this does not mean that they no longer require support in specific subject based or technical language.

3. Aims

- a) To create a welcoming and supportive environment that will encourage pupils with EAL to participate fully in all areas of school life.
- b) To value and respect the cultural and linguistic identities of pupils with EAL and use these to enrich the learning of all pupils.
- c) To develop the oral and literacy skills of pupils with EAL so that they can understand and use English confidently and competently across the curriculum.
- d) To stimulate an interest in the English language and culture.
- e) To support the acquisition and development of personal and social skills, in order for pupils with EAL to successfully integrate into an English speaking community.

4. Admissions arrangements

No child will be discriminated against on entry into the school as a result of their primary language, so long as the school is able to meet a child's needs through reasonable adjustment. Each pupil will have equal right to be admitted to this school in line with the Admissions Policy, and then be given equal access to the curriculum as appropriate to their needs. Detailed arrangements for admission are explained in the school's admission policy. The school values each child and endeavours to meet the needs of all its pupils through inclusive practice. The school's registration form, completed upon entry, requires parents to advise the school as to their child's preferred language.

5. Allocation of resources for pupils with EAL

Resourcing for support of pupils with EAL is met through the Learning Success Department budget. It is the responsibility of the Head of Learning Success to allocate staffing and existing resources to individual pupils and class groups. It is also the responsibility of the Head of Learning Success to acquire resources, as required, from within the department's budget. Such decisions will be made in consultation with colleagues in relation to the needs of pupils that they teach with EAL. The Head of Learning Success may also approach the Head of the Boardman or Head of Manor House, should there be any expenditure required which is only relevant to Boardman or Manor House pupils.

6. Roles and responsibilities

The Headteacher

- Assisting in the development, monitoring and evaluation the governors' policy for English as an Additional Language (EAL).
- Establishing procedural guidelines for all staff.
- Establishing and developing the role and responsibilities of the EAL Coordinator via job description and Beachborough Performance Review.
- Working in partnership with all staff to establish procedures and maintain good practice in school.
- Providing INSET for staff.

The Governing Body

The Governing Body will ensure that the necessary provision is made for any pupil with EAL. This responsibility will be discharged through ensuring:

- Knowledge of the school's system for the identification of pupils with EAL.
- Knowledge of the school's course of action for such pupils and how resources have been allocated to and amongst children with EAL.
- Ensuring that teachers in the school are aware of the importance of identifying and providing for those pupils with EAL.

The EAL Coordinator (Head of Learning Success)

- Liaising with class teachers to identify and support pupils with EAL.
- Allocating resources to enable EAL support and teaching in basic language skills to those pupils whose knowledge of English is very limited.
- Monitoring standards of teaching and learning of pupils with EAL.
- Taking responsibility for assessment and tracking of progress of pupils with EAL
- Managing resource materials to ensure sufficiency and adequacy.
- Acquiring resources, as required, from within the Learning Success Department's budget.

Form Teachers/ Tutors and Subject Teachers

- Showing differentiated work for pupils with EAL in planning
- Having expectations; expect and encourage pupils to contribute verbally, to the best of their ability.
- Monitoring progress carefully and ensuring that pupils with EAL are set appropriate and challenging learning targets.
- Recognising that pupils with EAL require more time to process information.
- Allowing pupils to use their first language to explore concepts, before requiring verbal or written work in English.
- Allowing newly arrived pupils time to adjust to differences in culture and to absorb the English language; there is a recognised 'silent period', when many children with EAL understand more English than they are able to use. This will pass, if their self-confidence is maintained in the interim.
- Grouping children flexibly to ensure that pupils with EAL hear good models of English.
- Providing frequent opportunities for peer collaboration.
- Encouraging pupils with EAL to participate fully in school life, including co-curricular activities.
- Liaising with parents and providing timely feedback about progress.

Parents

Parents are required to:

- Inform the school about any specific language needs that their child may have upon entering school.
- Read the schools Policy for EAL and seek further clarification, as necessary, from the Head of Learning Success or Headteacher.

7. Practices and procedures

All pupils at Beachborough work within mainstream classes with access to a wide ranging curriculum. High Quality Teaching is a priority, with all class-work and prep being differentiated to enable all pupils to experience success, regardless of their first language.

The school strives to develop an inclusive curriculum, providing a framework of well-defined and achievable targets. This will include the choice of appropriate teaching methods and learning environments. As a result, opportunities for success will be built into the programmes of study, to nurture positive attitudes and inspire confidence in pupils with regard to their own abilities.

Beachborough adopts a graduated response to EAL, in the form of a four-part cycle:

- **Assess**
In identifying a child as needing support for EAL, the Head of Learning Success carries out a clear analysis of the pupil's needs. This draws on assessments, observations, details of previous progress and attainment, as well as the views and experience of the pupil and parents.
- **Plan**
Planning will involve consultation between the Head of Learning Success, relevant school staff and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. A provision map will be produced, informing all staff of the pupil's individual needs, the support that is being provided and any particular teaching strategies/approaches that are being employed.
- **Do**
Class/ form/ subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with the Head of Learning Success and Learning Success Assistants to plan and assess the impact of support and interventions and links with classroom teaching.
- **Review**
Parents (and where appropriate, the pupil) will be invited to regular meetings to review progress. The review process will evaluate the impact and quality of the support and interventions. The Head of Learning Success will revise the provision map/targets in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and teachers. Where specific advice, guidance and support may be required, the Head of Learning Success may also signpost parents to outside agencies or the local authority Parent Partnership service.

8. Continuing professional development and INSET

Beachborough aims to keep all staff up to date with relevant training and developments in teaching practice relating to the needs of pupils with EAL. When a need for specialist training is identified, support from outside agencies may be sought. The Learning Success Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific EAL issues.

9. Links with other schools

The school makes additional arrangements for pupils with EAL when they transfer to secondary/senior school, ensuring that the pupils' needs are known to the EAL co-ordinator. It is vital that the transition to secondary/senior education is as smooth as possible, and the Head of Learning Success is happy to meet with relevant staff and parents whenever necessary.

10. Working in partnership with parents

At Beachborough we believe that a close working relationship with parents is vital in ensuring pupils continuing social and academic progress. As such, parental views are considered and valued.