

TDAP055B

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

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Requisite: Recommended			Responsible Committee: Full Governing Board		
Vers.	Approval Date	Committee	Head	Chair	Next Review Date
A	08/09/2021	FGB			01/09/2024
B	16/09/2024	FTB			01/09/2027

Rationale

The Dorcan Academy provides an education for all, which acknowledges, and is enriched by the diversity of ethnicity, culture, and language of its students. The school is inclusive in its ethos, valuing the uniqueness of everyone for who they are, so that there is a strong sense of belonging to the school community. The school is committed to making good provision of teaching for students who have English as an Additional Language (EAL). The school will identify individual students' needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

Equality of access to the curriculum for all students, including those for whom English is an Additional Language, is ensured not only by direct language support from specialist teaching staff, but also by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace cultural diversity.

Aim

At The Dorcan Academy, all students have full and equal access to the school curriculum. The aim of this policy is to set out how that access is achieved with regards to students for whom English is an Additional Language. The school will provide effective learning opportunities for all students by setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

This policy sets out the aims and practices for the support of new arrivals with EAL at The Dorcan Academy. The term 'EAL' stands for English as an Additional Language. The term 'new arrivals' refers to students who have arrived in this country from abroad, have been in the UK for less than 5 years and have very little English on entry to The Dorcan Academy.

Procedures for newly arrived EAL students

Newly arrived EAL students join The Dorcan Academy through transfers from year 6 to year 7; some EAL students are admitted mid-term in all national curriculum years as directed through the Local Authority and they follow the school's admission procedures.

On arrival, students complete an interview and initial assessment with the EAL Coordinator which determines the level of support needed and how this will be enacted.

EAL students with limited or no English skills receive structured intervention in KS3 EAL curriculum during selected timetabled lessons for 5 hours each week. The EAL Coordinator

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provides students with an intensive, structured programme of English literacy. For the remainder of their timetable, EAL students join their mainstream classes where they are closely monitored. The majority of EAL students are placed in the Extended pathway, where they can collaborate with students that are highly articulate in the English language.

In KS4, students with limited English skills may be given the option of studying English as a Second Language qualification, delivered by a specialist member of staff. This will support learners whose first language is not English, helping them to gain the communication skills needed to progress in education and transfer skills across to other subjects.

EAL students who do not require intensive EAL intervention join mainstream classes and are subject to staff monitoring. Teaching and support staff are responsible for differentiation to meet the needs of EAL students and respond appropriately to their language needs.

The EAL Coordinator systematically liaises with teaching and support staff to quality assure the teaching and support for all EAL students.

Language and literacy experiences of EAL students

- Some students already have good language and literacy skills in two or more languages.
- Some students have never learnt to read or write in any language.
- Some students have missed some, or all of their primary education and have not fully developed the language and literacy skills needed for secondary school.
- Some students have statements of SEN with language or literacy needs.

All these diverse groups benefit from teaching that develops their language and literacy. As students' progress through secondary school, the language and literacy demand of the curriculum increase and students need to develop a wider range of language skills, making the transition from spoken to written forms.

Beginner EAL learners

It takes 2 years to develop social language skills in English, but 5-7 years to develop proficiency in formal, written English.

Students who are new to English will be integrated into mainstream subjects from the moment they join The Dorcan Academy. This strategy enables them to:

- develop oral fluency quickly.
- immediately feel part of the school
- develop language in context.
- experience their full curriculum entitlement.

Some new EAL arrivals, especially illiterate EAL students, are also placed in EAL intervention classes where they receive specialist EAL help with language acquisition.

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Teaching Assistants specifically trained in strategies to support EAL students offer additional in-class support for students.

Good practice in working with bilingual and multilingual students:

The school recognises the following factors as being central to progress for EAL students:

- Recognition of the importance of home language.
- Treating racism and bullying seriously.
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- Curriculum, which portrays positive images and role models.

EAL Provision

The EAL Provision at The Dorcan Academy has been established to support newly arrived bilingual students as well as support teaching staff in the school.

The roles of the EAL Provision include:

- Induction of newly arrived EAL students and initial assessment of language stage of EAL students.
- Teaching EAL intervention classes, particularly those students who are newly arrived.
- Providing in-class support to EAL students.
- Monitoring EAL students' progress.
- Liaising with teaching staff.
- Liaising with the pastoral care team.
- Providing advice on classroom strategies, inclusive curriculum materials and differentiation of resources for EAL students to support and include EAL students.
- Developing partnership with parents.
- Liaising and developing partnerships with external agencies.
- Collaborative planning including advice on strategies and resources, inset courses, language needs assessment and linguistic, cultural and social background.
- Providing staff development sessions on differentiation for EAL students.

Curriculum principles:

The curriculum should reflect the ethnic and cultural diversity of multicultural Britain. Good education begins from sharing the experience that children bring to school from a variety of ethnic and cultural backgrounds.

The school's goal is to enable students from minority ethnic backgrounds to gain full access to the curriculum and to develop strategies for recognising and overcoming any obstacles that prevent students from developing their full potential in school. The school is committed to preparing students fully for the world, for work and their wellbeing.

Curriculum planning:

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The needs of EAL students in accessing the curriculum necessitate careful planning, as does the provision of a balanced and positive multicultural education. All teachers will need to consider language demands alongside the content of the curriculum and plan how they can support EAL students to develop oracy and literacy appropriate to their subject.

Teachers will ensure that:

- The language and learning needs of students are clearly identified and provided for.
- The support requirements of students are identified.
- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is provided for key concepts.
- Planning includes opportunities for first language activities in the classroom.

Curriculum and classroom practice:

Students learning English as an additional language are the responsibility of all teaching and support staff.

- Teachers will have high expectations of all students regardless of ethnicity, gender, or social background.
- Teachers will use speaking and listening strategies to develop subject learning and to model writing for key text types within their subject.
- Teachers will develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts.
- Activities will be matched to students' needs and abilities and so they have a clear sense of progression.
- There is evidence of development in oral communication and literacy through:
 - *The awareness and utilisation of the children's first language expertise*
 - *provision of scaffolding/writing frames*
 - *using visual aids and story props*
- Practice and development in all 4 language skills will be encouraged through:
 - *Collaborative activities that involve talk.*
 - *Opportunities for feedback to others.*
 - *Models produced by peers to show what can be achieved.*
- Classroom organisation and groupings will encourage and support active participation by:
 - *Grouping and regrouping students for connected activities, in order to develop language skills.*
 - *'Supportive experts' in each group ie. good readers and writers.*
 - *Using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age).*
- Displays in the classroom and around the school will reflect linguistic and cultural diversity.

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- Assessment methods will allow students to show what they can do in all curriculum areas.
- Bilingual dictionaries are available, and bilingual students will be encouraged to use them.
- Dual language textbooks are available and in use where appropriate.
- Access to meaning will be provided by presenting and introducing lessons or topics with visual support:
 - *pictures*
 - *objects*
 - *videos*
 - *maps*
 - *posters*
 - *use of Information and Communication Technology (ICT)*

EAL Students and Special Educational Needs:

A child has special educational needs if she/he has a learning difficulty. A child **must not** be regarded as having a learning difficulty, Special Educational Needs (SEN), solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with Special Educational Needs may include a proportion of EAL students, and other students from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL students.

Assessment of SEN in EAL students will involve the EAL department as well as the SEN department.

If appropriate, the school will arrange an assessment in the child's first language.

The nature of support for EAL students with SEN will be decided on an individual basis through consultation between SEN and EAL Departments. Provision of support will be jointly reviewed regularly. This support will take account of the child's needs as an EAL student.

The school will make sure that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

Liaison with Parents

As with all children, it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school.

Effective communication is key for parents of EAL students. This is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.
- Providing interpreters when and where they are needed, particularly in parents' evenings and parents' meetings with teachers and support staff.
- Reading through letters (where appropriate) with children before they are taken home.
- Provision of translations of school documents in community languages, where appropriate.

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- Encouraging parental attendance at parents' evenings and participation in other school functions (coffee morning, celebration evenings, cultural events etc).

Assessment and target setting

The progress of EAL students is monitored by individual teachers in their subject trackers. The EAL Coordinator also monitors and tracks the progress of EAL students on a regular basis and liaises with Heads of Departments to implement strategies and interventions that will improve the progress of EAL students.

Newly arrived EAL students' register is regularly updated with relevant information and regular assessment tasks which will indicate children's progress. This register also informs curriculum planning.

Targets for EAL students are set based on their KS2 data; if a student had no prior education in the UK, realistic yet challenging targets are set.

Revision Notes

Rev A	Original policy: Reviewed, agreed and approved at Full Governing Body meeting: September 2021
Rev B:	Review and update of policy September 2024, reviewed, agreed and approved by the Full Trustee Board, 16 September 2024

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***Appendix I**

The Governing Board's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies

- Complaints
- Safeguarding Children and Young people
- Behaviour
- Anti-Bullying
- Lettings and Use of Premises
- Special Educational Needs
- School trips
- Curriculum
- Children in Care
- Health and Safety
- Sex and Relationships Education
- Security
- Equality Diversity and Community Cohesion
- Students with Additional Needs
- Internet Access and Use
- Use of ICT and Website
- Young Carers
- Privacy, Confidentiality, Information Sharing and Data
- Whistle blowing

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.