

Churchdown School Academy



Churchdown EAL Policy

Governors' Policy Document 2020-2021

EAL Policy

This statement details our vision to identify and meet the needs of those students at Churchdown School classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, students who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.

1. Aims

Churchdown School is committed to meeting the needs of students with English as an Additional Language.

Whilst being clear that EAL is not a special educational need or 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 New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

2. 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 **New Arrivals**. 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.
 - 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
 - 'migrant worker' – those who have moved for economic reasons.
 - 'asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

3. Context

As of September 2020, 6.10 % of students at Churchdown School 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: Arabic, Bengali, Bulgarian, Croatian, Czech, Estonian, Fijian, French, Georgian, German, Greek, Gujarati, Hindi, Italian, Kurdish, Lithuanian, Malayalam, Mandarin Chinese, Moldovan, Nepali, Panjabi, Polish, Portuguese, Romanian, Russian, Shona, Slovak, Spanish, Swahili, Swedish, Thai, Turkish and Urdu.

There is also a high frequency of students from NATO ARRC (Army Rapid Response Corps) families, whose parents are based for placements of 3 or more years in Innsworth Army Base.

Although the School population does not tend to reflect the ethnic demographics of the local area, it does have a small number of British Asian 'second or third generation' students who speak Urdu, Gujarati or another Indian Subcontinent language at home. Their educational history is typically in line with other students born in the UK.

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 society. We view the fulfilment of this amongst EAL students to be a fundamental part of our 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 labelled / treated in this way.
- EAL students are not automatically 'lower ability' – and should not be labelled / 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

5. 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 an EAL Advisory teacher, working one day a week teaches pupils, advises and trains staff. This role is undertaken by ZDD. The SENCo & Head of Support Department (JAS) liaises with ZDD and oversees development and day-to-day coordination of EAL provision.

Responsibilities of the EAL Advisory Teacher:

- to assist schools to identify and address the needs of EAL and ethnic minority learners, including those at a 'more advanced' stage in their learning of English
- the teaching and learning of pupils with EAL
- the assessment, monitoring and recording of EAL pupils' progression
- the wider professional role of the EAL specialist
- data collection, analysis and interpretation
- advising on specific provision for underachieving children learning EAL
- targeting resources including the deployment of bilingual and EAL support staff, the organisation and design of interventions, etc.
- advising on CPD for all staff
- planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual children
- supporting the adaptation of intervention programmes
- working with colleagues to develop appropriate resources
- supporting colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of children and their families and the social and political factors which affect their lives
- devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners

There are five aspects of the specialist EAL teacher's knowledge and skills in relation to:

- Patterns of complex additional language development and bilingualism
- English as a complex linguistic system
- Language as part of social, cultural and multimodal practices

- Classroom (school) as a language ecology
- Teaching as community building and resource management

Responsibilities of the EAL Coordinator liaison 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 EAL students are integrated into mainstream classes and have full access to the curriculum.
- Maintaining a register of EAL students.

6. 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.

7. Placement

We recognise that EAL students, who may be new to English and to the UK, need support and stability as they start school.

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.
- Are not placed in teaching groups based on one standalone test / assessment.

New arrivals 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.

8. 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 SIMS and on the school's intranet.

- New arrival students will follow the *Induction & Enrolment Protocol*.
- All EAL students will be graded with reference to to the DfE English Proficiency codes A to E with the basic explanation of levels as follows:
 - A - New to English
 - B – Early Acquisition
 - C – Developing Competence
 - D – Competent
 - E - Fluent
- EAL students will be monitored by EAL Advisory Teacher and 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 Teacher with support from the student’s subject teachers.
- Information related to students EAL needs is passed on to subject teachers by the EAL Teacher and the EAL co-ordinator.

9. 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 Special Educational Needs. However, should SEN D be identified during assessment, EAL students will have equal access to appropriate provision in line with the *SEN D 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.

10. 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.

11. CPD

The School will ensure that all staff are provided with an access to CPD sessions focused on supporting EAL across the curriculum. These will be coordinated and delivered primarily by the EAL Teacher.

12. 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