# EDGBASTON
## HIGH SCHOOL *for* GIRLS

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## English as an Additional Language
## EAL Policy

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## Aims and Objectives

At EHS we aim to:

- Offer EAL pupils the opportunity to achieve their full potential.
- We aim to welcome all faiths and cultures and will seek to assist students for whom English is not a first language.
- To welcome and promote all learning experiences brought to the school by such pupils.
- To assess students to identify their individual, learning needs.
- To ensure that school wide strategies are in place to enable students to access the curriculum across all subjects and work towards developing their English Language skills.
- To enable all students to become confident with the English language so that they are able to fulfil their academic potential and personal aims.
- To fully conform to guidelines outlines in the 1998 Educational Reform Act and Equality Act 2010 as well as the SEN code of practice September 2014 and update 2015. To conform with GDPR guidelines and the Data Protection Act 2018.

## Identification, Assessment and Review

- We aim to assess a pupil's language level as soon as possible to ascertain the pupil's level of proficiency in the four skill areas of reading, writing, listening and speaking.
- Information on potential EAL pupils, including age, first language, level of English, whether they have studied previously in an English medium school or have special interests or abilities, is normally obtained by the Admissions Department in advance of a pupil's arrival. This is done on the basis of test results and reports from the pupil's previous school. However,

following their arrival at school, the usual ongoing assessment of a pupil's academic progress may indicate a need for EAL support.

- In addition, requests at any time for EAL support from a pupil, their parents/carers or by a pupil's teacher/tutor are always taken into account.
- Once a potential EAL pupil is identified, students will be monitored and meet with SENDCo/Head of Academic Support for additional support if it is deemed necessary. Staff will be made aware of teaching and learning strategies. The EAL provision is very flexible in order to take into account the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, different linguistic needs and the different dynamics of classes. Pastoral support will also be provided if deemed necessary.
- We endeavour to ensure that all of our lessons maintain pace, variety and challenge, encourage active learning and ensure tasks and resources are appropriately differentiated.
- If, at any stage, it becomes apparent that a pupil requires additional EAL input, every effort will be taken to ensure that this need is met, this may involve the school contacting parents to suggest the involvement of an EAL tutor for one-to-one support. This may be an out of school arrangement.
- Progress is monitored by Head of Academic Support (SENDCo), subject teachers, Heads of Department, Heads of Year and Form Teachers.
- Appropriate special arrangements/access arrangements in GCSE/A1/A2 examinations will be sought for pupils for whom Englsh is a second language.

## Responsibilities

- Governors have ultimate responsibility to provide EAL learners with facilities or services to meet their needs. They also have a legal obligation to meet the requirements of the 1988 Education Reform Act.
- Senior Management/SENDCo/Head of Academic Support has an obligation to identify learners and inform all staff prior to the student's arrival so that provision can be in place. They should also ensure that the learning needs of the students are being met by all members of staff throughout the school.
- Middle Managers have an obligation to ensure that the needs of the learners are being supported in their Departments and that they are providing full support to teachers within their department.
- Classroom teachers have an obligation to support students in their classrooms, provide a safe and stable learning environment, and differentiate work to the best of their ability and to alert Heads of Department, Heads of Year and SENDCo/Head of Academic Support of any specific concerns.

## EAL Students and Special Educational Needs

## Definition of Special Educational Needs

- Pupils have special educational needs if *they have a learning difficulty or disability that calls for special educational provision to be made for them (SEND Code of practice 2015).*

- Pupils have a learning difficulty if *they have a significantly greater difficulty in learning than the majority of pupils the same age or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age without at least some modification/additional support.*

- Additional Learning Needs (ALN) is the designation used by the school for pupils *who do not have SEN as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.*

- 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 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.

## More able, Gifted and Talented Pupils

- At EHS we recognise that pupils for whom English is an additional language may well be more able, gifted and talented.
- If it is found that a pupil's lack of English is prohibiting them from progressing to the best of their ability strategies will be put in place to provide equal access to the curriculum, this may include the use of assistive technology.

## Curriculum

- The School has a responsibility to ensure that each pupil has access to a broad and balanced curriculum and teachers have a responsibility to provide effective learning opportunities for all pupils by providing relevant and appropriately challenging work. Teachers are expected to:
Set suitable learning challenges
Respond to pupils' language needs
Overcome potential barriers to learning and assessment for individuals and groups of pupils

## Strategies

- Staff are encouraged to use the following support strategies to ensure curriculum access:

  Collaborative group work
  Enhanced opportunities for speaking and listening
  Effective role models of speaking, reading and writing
  Additional verbal support-repetition, alternative phrasing, peer support
  Additional visual support eg posters, objects, non-verbal clues, pictures, demonstration, use of gesture
  Bilingual resources, eg dictionaries, on-line support, bilingual staff/pupils, texts key word lists
  Writing frames and sentence starters
  Opportunities for role place, where appropriate
  Pupils receive regular feedback from staff
  Use of drama and role play
  Ensure home languages are valued and used where appropriate
  Provide opportunities to talk before writing

## Inclusion

- The School endeavors to ensure that all pupils are fully integrated into the life of the school where safety permits.

## Inset/Staff Development

- Supporting EAL pupils involves every person in the School. The School has a general plan for staff development and inset training. The Head of Academic Support (SENDCO) will ensure that when necessary EAL is a significant part of the plan. Raising staff awareness of EAL issues is achieved by ongoing discussions with staff about individual pupils, discussion at Teaching and Learning meetings, responding to inquiries, EAL input into the NQT process and facilitating whole school INSET on EAL, if a need is identified.

**Complaints Procedure Please refer to the school's Complaints Policy.**

**Linked policies:**

Curriculum Policy

Safeguarding Policy

Equal opportunities Policy

PSHEE Policy

Access Arrangement Policy (in progress)

Admissions Policy

Anti-bullying Policy