EAL Policy

Policy date:	September 2021
Date of next review:	June 2022
Owner:	Deputy Head (Academic)
SLT committee responsible:	
Intended audience:	Parents, All Staff
Location:	School Portal and Website

1.   Introduction

1.1.   This policy sets out the School aims, objectives and strategies to meeting the needs and celebrating the skills of EAL students, especially newly arrived to the country, and helping them to achieve the highest possible standards.

1.2.   The EAL (English as an Additional Language) definition describes children who speak another language at home other than English. This can include children who are British citizens who speak another language at home.

1.3.   EAL proficiency is measured across four main areas: Speaking, Listening, Reading, and Writing. Pupils with EAL will have varying levels of proficiency across all four areas; these needs will range depending on the age, prior education, as well as their social and economic backgrounds.

1.4.   At Haileybury all teachers take action to develop our pupils' speaking, listening, reading and writing to the highest standard possible. Although many pupils have the ability to communicate on a day-to-day basis in English quickly, the level of English language comprehension required for academic study is much higher and more detailed, and can require additional support for many years.

1.5.   We recognise that access to learning for EAL learners requires particular attention to words and meanings

2.   Guiding Principle

2.1.   Our guiding principle is one of Inclusion. We want to identify and break down all possible barriers of learning. We:

- Value all pupils in our school equally.

- Welcome and value the cultural, linguistic and educational experiences that students with EAL bring to Haileybury.

- Endeavour to make the aims of education, regardless of need, the same for all pupils.

- Believe that every pupil is entitled to have their particular need recognised and addressed.

- Believe all pupils are entitled to experience success, no matter what level.

- Believe consideration of learning needs crosses all curriculum areas, all abilities and all aspects of learning and teaching.

- Believe that good EAL support practice underpins effective learning for all.

- Want EAL students to become confident and fluent in speaking and listening, reading and writing English in order to be able to fulfil their potential.

3.   Objectives

3.1.   We endeavour:

- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own language.

- To assess the skills and needs of students with EAL and give appropriate provision throughout Haileybury.

- That all students have equal access to a broad, balanced curriculum that is planned carefully to take into account an individual needs and abilities.

- To ensure that all teachers take responsibility to identify and meet the needs of their pupils, and that their classrooms are arranged to be socially and culturally inclusive.

- To offer high quality support to ensure that all EAL needs are met.

- To maximise the opportunities for pupils with EAL needs to join in with appropriate activities in school.

- To seek the views of the pupil when considering their EAL needs.

- To use all data available to plan appropriate learning opportunities at whole school, year group, subject, house, form, and individual levels.

4. EAL Support – Assessment for Learning

4.1. Identification of EAL Needs: Initial Assessment - All new pupils from overseas for whom English is not their first language are assessed as part of their application. This assessment, which mirrors that which is found in the IELTS Academic Examination, is given to provide prospective pupils the opportunity to show case their abilities in English Reading and Writing Comprehension.

4.2. Once complete, the initial assessment is marked by the English Department, who review strengths and areas of development. Learners are then categorised and groups, with support plans being made dependent on comprehension and written expression.

5. Graduated Response

5.1. In order to prioritise support and resources, entrance initial assessments are marked, learners are ranked using the DfE Proficiency Scale:

- **A** - New to English - May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

- **B** - Early acquisition - May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

- **C** - Developing competence - May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

- **D** - Competent - Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

- **E** - Fluent - Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

5.2. EAL Support Stages. For learners with moderate to significant EAL (A-D) needs, the following should be put in place:

- Plan to be created identifying areas of weakness, points to focus on.

- Learners given key term glossary for all subjects studying, revise over summer period prior to enrolment/beginning of term.

- Learners enrolled on weekly EAL programme to develop English with option of taking IELTS at end.

- Learners to continue until they achieve at least a score of 6.0 on practice papers.

- Teacher will meet with HM/Parent to review progress or report will be given

5.3. For learners with low EAL (E) needs, the following should be put in place:

- Plan to be created identifying areas of weakness, points to focus on.

- Learners given key term glossary for all subjects studying, revise over summer period prior to enrolment/beginning of term.

- Progress to be reviewed on a termly basis, with opportunity to refer for EAL support as needed.

5.4. Identification of EAL Needs: Post-Initial Assessment

- For learners who are already at Haileybury (admitted prior to 2021, or who are identified as needing support as the academic year progresses) and require EAL support (these will generally be students who are around a D), the path of moderate to significant EAL needs will most often be chosen.

- For those who surpass the 6.0 IELTS minimum (functioning at a high level of fluency, a bespoke package may be offered only after the following has been done:

  – A dictionary or translator has been provided.

  – Key terms glossary has been provided for all learners organised by topic; this should also allow learners to write down the key term into their translated tongue, which can often help in comprehension.

  – For essay writing, a clear structure (grid, plan, etc.) has been provided.

  – Key transitional phrases have been provided.

  – Additional resources have been utilised:

    ▪ Cloze procedures (fill the gap).

    ▪ Additional thinking time.

    ▪ A4 worksheets rather than A5 (to allow additional space for writing first language equivalencies and translations).

    ▪ Peer support.

    ▪ Seating position.

    ▪ Supported opportunities to rehearse academic language.

6.   Monitoring Pupil Progress

6.1.   Each term, reports should utilise the DfE Proficiency Scale to review learner progress and ascertain if further support is required.

6.2.   Pupil reports will be monitored closely by EAL and Learning Support Staff to ensure adequate progress is maintained and, where necessary, additional support is put in place.

6.3.   During periods between reports, teachers may conclude that the strategies they are currently using with a pupil are not resulting in their comprehension or improvement of communication. In these circumstances, they should consult the Head of Learning Support or the EAL Specialist Teacher to consider what else might be done.

6.4.   The starting point will always be a review of the strategies used and the way in which these might be developed. Evaluation of these strategies in place may lead to the conclusion that the pupil requires help over and above that which is already provided.

6.5.   In order to prioritise support and resources Learning Support assigns an EAL stage to any pupil with identified EAL needs.

6.6.   Monitor List (Blue Star). If a pupil's EAL needs are being met by the subject teacher, but extra support or adaptations from Learning Support are needed. These learners are likely to be noted as 'C, D or E' on the DfE Proficiency Scale. Additional ways to help a blue star pupil might include all outlined above. These pupils will then also benefit from an additional EAL group lesson, which would follow the IELTS preparation course.

6.7.   EAL Intervention (Yellow Star). The needs of these pupils are considerable when, despite reasonable adjustments being made, are finding it difficult to comprehend or communicate effectively. These pupils are likely to be A-C on the DfE Proficiency scaling. They will require extra support/teaching from members of the learning support department. This may include withdrawal from lessons or a requirement of attending EAL lessons as timetabled. EAL Interventions would follow a bespoke programme, addressing the specific needs of each pupil, and would be run on a 1:1 or small group (no more than 3) basis.

6.8.   EAL Report &/or Individual Support (Red Star) - The needs of these pupils are significant, but due to the entrance criteria of the school should be few. Additional support measures might include:

- Additional time in tests (up to 10% - not applicable for KS5 courses nor pupils who have studied English within the 3 years prior to arrival).
- Use of a dictionary in tests (Dictionary Pens recommended).
- Use of a dictionary or glossary to aid in vocabulary comprehension.
- Answering fewer questions.
- Reduced amount of prep/alternative prep tasks.
- Buddy/paired work.
- Pod casting answers rather than writing.
- Mind maps.
- Photocopy of teacher notes/power points.

7. EAL pupils who are Able, Gifted, and Talented or with Special Educational Needs and Disability (SEND)

7.1. It is often difficult to identify EAL pupils who are Able, Gifted, and Talented (AGT), particularly amongst over pupils who have arrived much later in education, as their ability to communicate their understanding coherently in English may be hindered by speaking it as a second (or often third) language. A robust initial assessment, effective support and tracking are essential in this process, with specific reflection on progress made.

7.2. It is also standard practice to identify AGT behaviours first, as these can be better indicators of ability. Some examples include:

- Fast rate of progress

- High level of motivation

- Rapid acquisition of English (evidenced by oral/written work)

- Good memory

- Sustained initiative, e.g. use of dictionary

- Being well organised

- Monitoring own learning

- Asking questions

- Being keen to do homework and asking for help

- Readily applying previous learning

- Problem-solving ability

- Very good concentration

- Being demanding and anxious, wanting to learn too fast

- Being curious and observant

- Highly developed interpersonal skills

- Being prepared to do extra-curricular activities or commit to hobbies

7.3. While many pupils with EAL needs may have a Special Educational Need or Disability (SEND), it is important to note that these categories are not the same. Some SEND practices are effective for supporting learners with EAL needs; however, the identification and support available should be structured in a manner that maximises English comprehension. If SEND is identified in an EAL pupil, or for further guidance on supporting learners with SEND, please refer to The Learning Support Handbook.

8. Subject teachers

8.1. Subject teachers are encouraged to utilise the guidance within the EAL Handbook to determine whether additional support is required, and if so, how to facilitate it. Guidelines on EAL referral should then be followed.

8.2. Upon referral, a specialist from Learning Support will then have pupils complete an assessment using the British Picture Vocabulary Scale to ascertain comprehension age; a support package will then be developed utilising all reports and assessments available. Bespoke EAL support can be completed a 1:1 or small group basis, developing academic writing and essay planning (or working on specific areas of difficulties).

8.3.   Regardless of rating on the DfE Proficiency scale, the needs of all EAL students are the responsibility of the subject teacher. These needs can be met and supported through differentiation and good teaching. Some examples of good practice for EAL pupils include:

- Bilingual and/or picture dictionaries
- Google Translate or C-Pen Translator Pen recommended (https://cpen.com/product/dictionarypen/)
- Vocabulary/glossary lists with gaps or space to note down equivalent words/phrases from first language
- Provide opportunities to talk before writing and use drills to help pupils memorise new language
- Support language development through key phrases and structures rather than just key words
- Cloze procedures (fill the gaps)
- Ensuring vocabulary work covers technical as well as everyday meanings
- Additional thinking time
- Writing frames
- Doodle pads
- Mini white boards
- A4 worksheets rather than A5
- Power point presentations with space to add notes
- Seating position
- Audio resources to provide opportunities for pupils to hear key terms and phrases, aid in pronunciation and comprehension
- Encourage peers to assist where appropriate

8.4.   Underachieving is not an additional need in itself; it is crucial teaching staff ascertain whether this underachievement is resulting from an inability to access the concepts due to language barriers, or whether other reasons are involved. Some possible explanations for difficulties for EAL pupils can include:

- The pupil has not had enough time or opportunity to develop English language skills.
- Their teaching and learning have not been differentiated appropriately for EAL learners.
- The pupil has developed good conversational English, but has not yet had enough time to acquire the academic language skills needed to do well in education.
- The pupil is experiencing the emotional effects of racism or other stressful life experiences − this can particularly be the case for newly arrived or refugee pupils.
- The culture and ethos of the school is currently not supporting the pupil's needs.
- The pupil has a specific language disorder.
- The pupil has other SEN (in which case, the SEN Handbook should be reviewed).

8.5.   Teachers should look for the following signs that pupil is struggling in class:

- Bored or restless

- Good oral skills which are not reflected in their written work (or vice versa)

- Excessively self-critical or anxious

- Hostile

- Does not have the strategies for learning in another language

- Does not have the strategies for organisation

- Low aspirations

- Does not set goals – relies on others for direction

- Does not think ahead

- Poor performance in tests when compared to lessons

- Decline in achievement, or 'pockets' of poor performance limited to specific topics

8.6.   It is also important not to assume that underachievement for EAL pupils is strictly due to language barriers, especially when this could be masking a SEN and/or a disability. Some key areas that can help you identify whether there is a potential cause for concern include:

- The pupil's progress in acquiring language is below the expected norm both in English and their home language.

- The pupil has an unusually slow work rate.

- There is little response to intervention from the teacher or other pupils.

- The pupil continues to show weakness in verbal comprehension.

- The pupil has poor listening and attention skills.

- The pupil shows specific weakness in English literacy skills – e.g. difficulties in reading and comprehension, or limited unaided writing.

- The pupil has poor ability in their home language.

- The pupil has difficulty acquiring basic number concepts the pupil has difficulty in subjects which are less dependent on language, (although it should be recognised that knowledge of vocabulary is necessary in all subjects), and the pupil is experiencing behavioural, emotional or social difficulties.

Version history		
Date	**Reviewed by**	**Notes**
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