



## **EAL POLICY**

Responsible member of SLT: **M i r a n d a H o d g s o n**

Review date: **November 2023**

Next review: **May 2025**

### **Our commitment**

Alton School, including the Early Years Department, is committed to equal treatment for all including those for whom English is not their first language.

**The School, including the Early Years Department, recognises the importance of making provision and support for such pupils in line with its commitment to encourage applications from candidates with as diverse a range of backgrounds as possible.**

This enriches our community and is vital in preparing our pupils for today's world.

### **Aims**

- To provide a programme of support which will enable pupils with EAL to receive the help they need to access the curriculum.
- To liaise with parents, working in partnership to facilitate progress.

### **Defining EAL**

A pupil who has EAL is a pupil whose home language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- newly arrived from a foreign country and school
- newly arrived from a foreign country but from an English speaking school
- born abroad, but moved to England at some point early in their childhood
- born in the UK, but to a family where the main language is not English.

EAL pupils will need varying levels of provision. For the purpose of planning appropriate provision, and communication between staff, EAL pupils' competence in English can be categorised as described below:

Level 1: silent period/beginner learner

Level 2: basic interpersonal communication skills (BICS)

Level 3: socially competent and starting to communicate more efficiently in an academic setting

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

## **Principles of EAL provision**

- Pupils with EAL should be supported in order to enable access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities.
- The school environment, both in and outside the classroom, should promote language development.
- The school structures and overall ethos should help pupils with EAL integrate into the school, thrive in a culture which may be new to them, and appreciate their own cultural uniqueness.
- Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

## **Identification, assessment and review arrangements**

The majority of bilingual pupils in Alton School have had English as their first language, are fluent in English when they join, and have been deliberately brought up as bilingual by their parents or they consider English to be their first language whilst being fluent or semi fluent in another family language. Whilst it is important to be alert to the fact that EAL needs may arise as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school.

### **Early Years**

In the Early Years Department, children whose first language is not English will be assessed on entry if appropriate and their needs discussed with the parents. The child's key person will be responsible for providing support to the family as a whole.

### **Lower School**

In the Lower School, pupils whose first language is not English, are assessed on entering the school. Where necessary a learning support assistant will be responsible for providing initial support, or more specialist provision may be required by a suitably qualified teacher.

### **Middle and Upper Schools**

In the Middle and Upper schools, pupils whose first language is not English, are assessed on entering the school. Where appropriate a Teaching English as a foreign language (TEFL) trained teacher will provide short term focussed language support. Pupils will be monitored to ensure continued progress.

## **Integration and access to the curriculum**

### **Early Years**

In the Early Years Department, for children whose home language is not English, we provide opportunities for them to develop and use their language in their play and learning. We will support

children with EAL to ensure they have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. Children will benefit from a language rich environment.

### **Lower School**

In the Lower School, pupils whose first language is not English will be immersed in the activities of their year group to encourage acquisition of language, with additional support from a learning support assistant or a TEFL trained teacher as appropriate.

### **Middle and Upper Schools**

In the Middle and Upper schools pupils whose first language is not English will work with their peers and receive individual support as appropriate from a TEFL trained teacher in the first instance and subsequently by the Learning Support Department. International students study in a full time programme consisting of TEFL lessons, English literature lessons and a variety of other academic and non-academic subjects. They also enrol in a cultural programme to enrich their insight into English culture and history.

## **Teaching and support staff**

The member of staff responsible for co-ordinating EAL provision is our Language teacher who is a trained TEFL (teaching English as a foreign language). The teacher responsible for the EAL provision may also be supported by the Head of Learning Support and, if applicable, the High Potential Learner (HPL) Co-ordinator.

Responsibilities include:

- in conjunction with the Headmaster and Director of the Lower School, developing and overseeing the implementation of the school's EAL policy
- liaising with the Senior Leadership Team in relation to EAL policy and provision
- ensuring EAL pupils are identified, assessed and, where relevant, monitored
- keeping the EAL register and any relevant records up to date and ensuring relevant information is passed on to school staff
- co-ordinating provision for EAL pupils in terms of academic and pastoral support in order to ensure curriculum coverage, continuity and progression, and pupil welfare
- if necessary, providing school staff with guidance and support relating to effective teaching approaches and materials for EAL pupils
- liaising with parents/guardians where possible to involve them in decision making;

### **EAL provision is a whole school responsibility. Class teachers should:**

- be aware of the pupils on the EAL register
- be aware of the influence of behaviour, attitude and cultural expectations
- liaise with the TEFL teacher and/or Head of Learning Support
- plan their teaching to support language development.

## **Additional support**

Most EAL pupils will thrive in a language enriched classroom without further intervention. Others may require additional help. This will be provided by the support staff either through individual or small group support. Permission from parents will be obtained before pupils join these groups.

## Examination Access Arrangements

Pupils will be considered for examination access arrangements where appropriate and in line with the JCQ Regulations and Guidance for such provision. It must be noted that the pupils will not automatically be awarded 25% extra time based purely on English not being their first language.

A bilingual dictionary and 25% extra time a small percentage of extra time (25%) may be awarded where a pupil meets all the criteria outlined in the JCQ Access Arrangements and Reasonable Adjustments guide 2023-2024 (see 5.18).

JCQ Access Arrangements and Reasonable Adjustments guide 2023-2024 (see 5.18) states:

- In subjects where a bilingual dictionary is not permitted, 25% extra time will be available, subject to an approved online application.
- Provision of 25% extra time reflects the candidate's normal way of working with the bilingual translation dictionary
- The pupil must have entered the UK within three years of the examination, with no prior knowledge of the English Language.
- English is not one of the languages spoken in the home.
- Prior to their arrival in the UK the candidate was not:
  - educated in an international school where the curriculum was delivered in English.
  - prepared for, or entered for IGCSE qualifications, where the question papers were set in English.
  - prepared in English for other qualifications.

Extra time must not be awarded to a candidate using a bilingual translation dictionary to compensate for difficulties in reading and writing in English

There is no requirement to process an application, or provide evidence, for an application for a bilingual dictionary (without 25% extra time).

## Partnership

We recognise the importance of effective dialogue between teachers, parents, guardians and outside agencies. Parents are kept informed of their child's progress at every stage. Parents who are concerned about their child's progress should, in the first instance, speak to the Head of Learning Support. Within the Early Years Department this should, in the first instance, be the child's key person.

## Liaison with other schools and agencies

Where necessary EAL specialists from external agencies will be invited to provide support through training or visits to maximise progress. We inform the LEA about any international students studying in the ISP who are younger than 16, and we co-operate with the assigned officer.

Signed on behalf of Alton School

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Sarah Harvey

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Director of Nursery

Languages and TEFL teacher

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