

Sophia **HIGH SCHOOL**

English as an Additional Language Policy

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Ownership & Consultation	
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English as an Additional Language (EAL) Policy

Introduction

The purpose of this policy is to outline the school's approach to identification and meeting the needs of students who are classified as having English as an additional language.

Sophia High School delivers its curriculum using English as the medium of instruction and it is a condition of the admission process that children who are offered a place at the school are able to access the full range of subjects on offer, with EAL support as required.

The Director of Inclusive Learning and Alternative Provision (DILAP) holds responsibility for EAL, as part of the wider mandate supporting all learner needs. They are supported by the wider ALN Team, who have specialism in this area.

Definition

In defining EAL we have adopted the following definition:

'An EAL student is a student whose first language is not English. This encompasses students who are fully bilingual and all those at different stages of learning English.'

EAL students may be:

- Early Learners who are just developing their language and whose home language is other than (or may include some) English;
- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

In addition, as SHS is a global school we also have EAL students who are;

- Permanent residents of another country where English is not a spoken or native language
- children with refugee status
- children who move countries frequently due to parents' work
- Children who have exposure to other languages at home

EAL students will need varying levels of provision.

Recognition

Our school seeks to ensure that all students are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL students should be encouraged to play a full part in all learning opportunities and a wider part of the school community.

- EAL learners make the best progress within a whole school context, where students are educated with their peers.
- We recognise that some students might need intensive support through our specialised EAL support program led by a CELTA specialist before or whilst entering a full curriculum programme aimed at supplementing maximum progress.
- The school environment promotes language development through the rich use of language.
- The school structure, pastoral care and overall ethos help EAL students integrate into the school whilst valuing diversity.
- Bilingualism is viewed as a positive and life enriching asset.
- Parents and prospective parents will be provided with the particulars of our EAL provision.

Identification and Assessment

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each student.

In assessing the nature and extent of the student's grasp of English the following methods may be used:

- Information from the application form;
- Information from interviews with parents/guardians;
- Information from initial assessment papers; and/ virtual lessons with our senior team
- Information from the previous school.
- Language Nut or Cambridge English Language Test

Whenever possible, assessment is undertaken as a partnership between the class teacher, EAL Coordinator, parents/guardians and students.

In assessment of EAL students, competence in English is categorised on a five-point scale.

EAL Classification Codes

The Department for Education uses the following EAL classification codes. These are the reference points for students on the EAL register.

	<p>The pupil may:</p> <ul style="list-style-type: none"> • Use first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English. <p>Needs a considerable amount of EAL support</p>
	<p>The pupil may:</p> <ul style="list-style-type: none"> • Follow day-to-day social communication in English and participate in learning activities with support. • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. • Have become familiar with some subject specific vocabulary. <p>Still needs a significant amount of EAL support to access curriculum</p>
	<p>The pupil may:</p> <ul style="list-style-type: none"> • Participate in learning activities with increasing independence. • Be able to express self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. <p>Requires ongoing EAL support to access curriculum fully</p>
	<ul style="list-style-type: none"> • Oral English 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. <p>Needs some/occasional EAL support to access complex curriculum material and tasks</p>
	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. <p>Operates without EAL support across the curriculum.</p>

Provision

Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including ALN, EAL and More Able students. This provision encompasses curriculum planning, support for individual students or groups of students within the classroom in terms of differentiation, support for those responsible for teaching these students, and supplementary provision. Students requiring support for additional learning needs are recorded on our register.

EAL students will be provided with opportunities to make good progress.

EAL children in the Foundation Programme will be provided with reasonable steps to learn and play in their home language, we will support language development at home and support children in reaching a good standard in English. Where appropriate, we will assess understanding in the home language in order to inform an assessment judgement in the early stages of English language learning. During online lessons, parents of Foundation Programme students may translate for their child until they attain a working level of English (passive and/or active vocabulary). Our aim is for them to participate and gain confidence in English and encourage them to use it purposefully.

Classroom teachers have responsibility for ensuring that students can participate in lessons and will have awareness of good practice in providing for EAL students within the classroom setting.

Our school aims to address the needs of EAL students within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

Parents can get additional help from Linden - they also carry out various assessments.
<https://www.linden-education.com/>

EAL Parents can also pay for 1-to-1 extra support during term time and enduring the holidays with our team of qualified teachers. Please contact the school office for more information (admissions@sophiahight.school)

We provide all EAL students with Duolingo accounts for additional language practice.

Monitoring and Recording

Class teacher

- It is the responsibility of the class teacher (with the support of the ALNCo / EAL Coordinator) to maintain up to date records of EAL students at competency in English Stage A-C in their class whilst they are in their care.
- This is done through SMART Goals and the teacher's weekly reflective planning. This is reviewed on a termly basis.

DAPIL / ALN TEAM

- The DILAP and ALN Team collates information and arranges a baseline for EAL students.
- A register of EAL students (identifying stages) is maintained centrally by the school and monitored by the DILAP.
- Hold half termly pupil review meetings for ESL students with all relevant staff
- Work with Subject Leaders and teachers to identify targets and monitor progress of EAL students
- Review Assessment Data of EAL students (identifying stages) to ensure documentation is maintained centrally by the school and monitored by the DILAP.

Additional Learning Needs and Differentiation

EAL students do have additional learning needs (we do need to cater additionally to their English learning needs within the regular class) BUT they do not (or may not) have learning difficulties. With this in mind, we aim to find ways to enable our EAL students to showcase their conceptual understanding and so raise their self-esteem. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL students may have a special educational need and, in such cases, students will have equal access to school ALN provision, in addition to EAL support. In determining this we will do our best to consider skills levels in the home language, and also consider potential bias of any assessments administered in English.

EAL students with a special educational need will be identified as part of normal assessment procedures as outlined in our ALN Policy.

EAL students considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our More Able and Talented Policy.

Communication

Parents and teachers will work together in the best interests of students with EAL.

Teachers will meet regularly with parents to inform them of progress made and discuss strategies in place, and progress within English.

Foundation Programme parents will have weekly updates through personal communications with their teacher, and personal goals set each week to encourage the child to use English with confidence both during the online lessons and at home completing specific tasks and challenges.

Source of Information

NALDIC: <https://naldic.org.uk/>

Bell Foundation: <https://www.bell-foundation.org.uk>