English as an Additional Language Policy

Ellesmere Port Catholic High School

Approved by:	Mr J Coucill, Chair of Governors
Lead of Review:	Mrs V Marsland, SENCO
Last reviewed on:	August 2020
Next review due by:	July 2021

High Level Aims

This policy reflects the school's continuing commitment that all new arrivals (including refugees, asylum seekers and economic migrants from overseas) have the right to enjoy a welcoming, safe and stress free environment in school. To support students in their integration into all aspects of school life.

The school's policy addresses 2016 legislation, which required all schools to assess the EAL proficiency of **all** EAL learners. In summary,

"Data on the English proficiency of children classed as having English as an Additional Language (EAL) is used to inform policy on this high needs group, with the basic rationale being that current data on EAL pupils does not distinguish between pupils who lack a basic command of the English language versus those who are bilingual and have mastered English sufficiently well to access the full curriculum.

English proficiency statistics provide important national statistics on the characteristics of this group, along with their attainment and destinations and allow the Schools to measure whether the individual pupils, or the schools they attend, face additional educational challenges and how these challenges can be met."

Relationship to other policies

This policy aligns to the curriculum, safeguarding, child protection, LAC, SEN, anti-bullying, and health and safety policies.

EAL Defined

All staff and parents need a common understanding of what constitutes EAL. The following provides a definition that scopes the requirements of EAL support within this school:

An EAL student is one whose first language is not English. This ranges from pupils who are at different stages of learning English to those who are fully bilingual, or indeed have a better understanding of English than their native language. EAL students may be e.g.:

- newly arrived from a foreign country and school, with no prior knowledge of English;
- newly arrived from a foreign country and school but where English is taught, so have some exposure to the English Language;
- born in a foreign country, but subsequently moved to England, so have been exposed to English;
- born in England, but from a family where the first language is not English, and so English is not usually spoken in the home environment.

It is important to recognise that each student's needs will be unique, and will require varying levels of EAL provisions – one size **does not** fit all. Also keep in mind that different cultures have different expectations of education, language and learning – both in terms of ability and timescales.

Consideration must always be given to any possible emotional or psychological trauma resulting from displacement, and the impact this may have on the student.

EAL students' level of competence in English Language needs to be baselined at the outset, and can be categorised as in the table below.

Level	Characteristics	Equivalent DfE English Proficiency Scale
Level 1	Silent period / beginner learner (little or no English Language).	A – New to English
Level 2	Basic interpersonal communication skills (BICS).	B - Early Acquisition
Level 3	Socially competent, beginning to communicate more effectively in an academic environment.	C – Developing Competence
Level 4	Satisfactory levels of English, though proficiency level may still be a barrier to achievement in some/all areas of the curriculum.	D – Competent
Level 5	Cognitive Academic Language Proficiency (CALP). English Language proficiency such that it presents no barriers to achievement.	E – Fluent

Equally, it is important to recognise that some students will have no English Language support needs during their time at this school. However, EAL provision is still appropriate in terms of supporting and also celebrating these students' abilities – recognising their achievements.

Approach to EAL

EAL is integral to school policies, and supports the Values and Mission Statement and Vision and Priorities of the school. The school is committed to the appropriate provision of learning and resources for all of its pupils. All staff (teaching and non-teaching) must be aware, and apply this policy and associated procedures.

Every area of the curriculum values the learning and achievement of all of their students and will aim to meet their individual needs. Staff have a duty to ensure all students progress and achieve a level commensurate with their abilities.

All students will have access to a broad and balanced curriculum, with equality of access.

Diversity will be valued and differences will be celebrated. Inclusion and a sense of belonging will be promoted.

Support systems will be in place to meet the many and diverse needs of students. All staff have a responsibility to identify where EAL needs exist and to make use of the support systems to meet students' needs.

All teachers will strive to fully integrate EAL students into their lessons, to provide appropriate support within lessons and to value other languages spoken by students.

Key EAL principles

- English Language skills are best developed when used in a meaningful way across the whole curriculum.
- Effective use of language is critical to the teaching – and learning – of all subjects. Teachers have crucial role in this.

- The language demands of learning tasks need to be <u>anticipated</u> and <u>planned ahead</u>, on an ongoing basis.
- Knowledge of words and meanings specific to curriculum areas cannot be assumed and should be explored/tested. Students need to understand the subject specific terminology in order to progress, so basic English learning needs to encompass these; otherwise students' progress will be hindered.
- Simplified language to allow curriculum access should not mean simplified lesson content; students should be 'stretched' appropriately.
- Additional support time or focus should be an integral part of lesson planning.
- All students are entitled to access to the full curriculum.
- There is a clear distinction between EAL and SEN (Special Educational Needs). It is important to recognise that the support systems for these are NOT the same.
- Recognise that many concepts and skills depend on and benefit from well-developed native language and literacy, and this enhances rather than hinders EAL progression.
- The school will actively seek the involvement of parents, particularly important with EAL students, and will take into consideration any cultural or language barriers that may prevail.

Roles and responsibilities:

Headteacher will be responsible for

- a school culture that embraces EAL, that celebrates the diversity and achievement of all students

- ensuring the EAL Coordinator maintains up to date knowledge and skills to enable the role to be fulfilled effectively.

- providing support to staff to ensure they are aware of the EAL policy as part of their professional development, and that this knowledge is refreshed on a regular basis.

- the effective operation, management and continuous improvement of the school's EAL programme and associated procedures

- Establishing, maintaining and reviewing procedures for welcoming and monitoring newly arrived students

- accurate collection and provision of EAL Management Information (MI), such as that required by DfE school census and common transfer file (CTF) requirements.

- that procedures are in place for the identification, assessment, tracking and reporting on EAL students.

Assistant Headteacher with responsibility for EAL & Head of Year will

- ensure an appropriate induction programme is in place to meet the individual needs of each EAL student.

- ensure all EAL students are supported on an ongoing basis, in accordance with their identified needs until such time as they have integrated into the school community.

- provide support to the EAL staff and other teachers in planning, programming and teaching EAL students within the whole curriculum.

- oversee processes for assessment of students' English language learning outcomes, and resulting actions.

The EAL Coordinator will

- support the induction programme.

- assess the initial and ongoing English language competence of every EAL student and establish their individual support needs, in conjunction with relevant teaching staff across the curriculum.

- consider and agree with relevant teaching staff, the appropriate modes of delivery, based on identified needs and teaching staff consideration of language demands of learning tasks.

- provide advice and professional EAL support to colleagues.

All staff will:

- assist students to develop their competencies in English necessary for achieving the outcomes of the key learning areas.

- develop and implement teaching programmes, practices and strategies that address the English language and literacy learning needs of students in key learning areas, within the curriculum.

- work collaboratively with the EAL Coordinator and other staff to ensure appropriate support, assessment and reporting for EAL students is provided to the EAL Coordinator.

The **governing body** will:

- ensure EAL is an integral part of the school improvement plan, and for the success of the policy.

- Maintain the EAL policy, ensure the policy is subject to review and that any amendments are implemented

- ask governors with special responsibility for Inclusion and Diversity to work alongside the Assistant Headteacher and report back to the full governing body as required.

Arrangements for monitoring and evaluation

This policy will be reviewed annually, and any changes will be included in the documentation circulated to parents/appearing on the website and in the staff handbook. In all cases, consideration will be given to providing a translation of such material (e.g. for instance Polish Language version).