

EAL Policy

Person responsible	Chris Tye
Date of Last Review	December 2018
Recommended by CGS Committee	January 2019
Ratified by Full Governing Body	March 2019
Date of Next Review	March 2020

This statement details our vision to identify and meet the needs of those students at Thornleigh Salesian College classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, students who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.

1. Aims

Thornleigh Salesian College is committed to meeting the needs of students with English as an Additional Language.

Whilst being clear that EAL is not SEN ('special need') or a 'learning difficulty', the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore we will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students – particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

2. Terminology

- **EAL** "The government definition of a bilingual learner is that it refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003).
- Within this, there is a more vulnerable group of students we term as '**International New Arrivals**' → abbreviated as **INA**. This refers specifically to students who have entered the UK within the past two years.
- There are also a number of terms that can be useful when describing the background of EAL students:
 - 'first generation' – meaning they were born in another country and have since resettled in the UK with their family.

March 2019

- 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
- 'migrant worker' – those who have moved for economic betterment.
- 'asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

3. Context

As of December 2018, 178 of students at Thornleigh Salesian College are identified as 'EAL' and speak a language other than English as their 'first' or 'common' language.

The school must, to the best of our ability, assess our EAL students for the school census. The census wants details of students where the "Language has been recorded as anything other than 'English' or 'Believed to be English'".

A variety of first languages, other than English, are spoken by students in our School. Two of the most common languages are Polish and Hungarian. There is also a high frequency of students from who have direct lineage to African countries where English is the official language but localised languages / dialects are commonly used. These students are typically 'first generation' children of either EU migrant worker families or African refugee families who have moved to the United Kingdom in the previous decade. Their educational background is varied in terms of length, focus and style of teaching & learning.

Although the School population does not tend to reflect the ethnic demographics of the Bolton area, it does have a small number of British Asian 'second or third generation' students who speak Urdu, Punjabi or another Indian Subcontinent language at home. These students are children of migrant worker families primarily from Bangladesh and Pakistan who settled in the UK during the 1950s to 1970s. Their educational history is typically in line with other students born in the UK.

4. Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society. As a Catholic Salesian school, we view the fulfilment of this amongst EAL students to be a fundamental part of our sense of mission.

- EAL students will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. Academic language acquisition doesn't occur naturally, it must be specifically taught. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEN or 'special educational needs', and should not be labelled / treat in this way.
- EAL students are not automatically 'lower ability' – and should not be labelled / treated in this way.
- EAL students will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL students

5. Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. Currently the designated 'EAL Co-ordinator' is the SENCO who oversees development and day-to-day coordination of EAL provision..

Responsibilities of the designated 'EAL Coordinator' include:

March 2019

- Identifying incoming EAL students, with support of the Pastoral Team.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Responding to requests for information about EAL students.
- Ensuring that E.A.L. students are integrated into mainstream classes and have full access to the curriculum.
- Maintaining a register of EAL students.

6. Approach to Teaching & Learning

- Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development - as well as teaching our subject.
- Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have coach students in how to learn - as well as teaching our subject.
- Every teacher will encounter students who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject.

7. Placement

We recognise that EAL students, who may be new to English and to the UK, need support and stability as they start school. Following the guidance from 'the International New Arrivals – Induction & Enrolment Protocol' and through consultation with ACIS, students will not be assessed for the first three weeks of their placement at the school. They will follow a student who can model good language skills and is in middle sets whilst they become settled in their new school.

Without exception, we recognise that EAL students:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.
- Are not automatically placed with Learning Support / SEN students for reasons of LSA support or smaller groups.
- Are not placed in teaching groups based on one standalone test / assessment.

INA students will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues.

8. Admissions, Identification and Tracking

- The School recognises that background information on EAL students can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building up of 'learner profiles' on EAL students' linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.
- Incoming Y7 EAL students will be identified through the information provided on entry by primary schools and parents – collected by Y7 pastoral tutors. Students may also be identified by feedback from subject teachers following transition. This information will be used to assess the students literacy skills and assess if they have any specific learning difficulties such as dyslexia. Details will be recorded on the SIMS system and on the Learning Support secure shared area.

March 2019

- Incoming INA students will follow the *International New Arrivals – Induction & Enrolment Protocol*.
- All EAL students will be graded with reference to the NASSEA assessment system and the English National Curriculum – a three step process is followed:
 1. Compilation of an *EAL Register*.
 2. Highlighting of students who are a 'Cause for Concern' based on background information, attainment data and pastoral feedback.
 3. Placement of 'Cause for Concern' students on the *EAL Progression Map* (to set out focus areas, intervention and support responses). Whilst not wanting to overwhelm students with targets, this can then be shared with each student.
- EAL students will be monitored as part of the Achievement Group Meetings whole-school monitoring system, with the EAL Co-ordinator and pastoral staff providing additional monitoring where necessary. Where a student's achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place by the EAL Co-ordinator with support from the student's subject teachers.
- Information related to students EAL needs is passed on to subject teachers by the EAL co-ordinator. An EAL Personalised Support Strategy (PSS) is sent to staff along with any information received via ACIS for students with low levels of proficiency in English.

9. Special Educational Needs and Gifted and Talented Students

The School recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have equal access to appropriate provision in line with the *Learning Support & SEN Policy*.

Similarly, the School recognises that there may be EAL students who are Gifted and Talented even though they may not be fully fluent in English.

10. Resources

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language, literacy interventions, talk frames, topic mats and the NASSEA Assessment toolkit.

11. CPD

The School will ensure those staff carrying out specific EAL roles access appropriate CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management and Liaison Meetings.

12. Review and Evaluation of Policy

School data will include relevant information on ethnic minority/EAL students and this will enable the School to monitor targets.

This evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

March 2019

“Let us love, not in word or speech, but in truth and action.” - 1 John 3:18

SENCO / EAL Coordinator (March 2019)