



## READING BLUE COAT SCHOOL

### English as an Additional Language Policy – EAL.

#### Aims

The aim of this policy is to ensure that we meet the full range of needs of those EAL students for whom English is as an additional language. This is in line with the requirements of the Race Relations Act 1976.

#### Identification

An EAL pupil is a pupil whose first 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 an English speaking school;
- Born abroad, but moved to England at some point earlier in their childhood;
- Born in the UK, but in a family where the main language is not English.

#### Assessment

Our identification procedures/information sources used to identify EAL pupils include:

- Information from Admissions;
- Information from the application form;
- Analysis of entrance papers;
- Baseline assessment on entry in reading comprehension and speed, single word reading, free writing and speaking (assessed through discussion during assessment and notes from interview.)
- Information from the previous school and parents;
- Teachers' comments and observations;
- Work scrutiny on visiting days
- MidYIS, non-verbal reasoning tests etc (It can give an insight in to the developed ability for pupils for whom English is a second language)

EAL needs can become apparent as non EAL pupils proceed and progress through the curriculum. It may also be the case no language support needs are required during the time at the school, but EAL students may still be supported in school life generally and their skills celebrated.

## Communicating EAL needs with colleagues

For the purpose of planning appropriate provision and communicating with colleagues, EAL pupils' level of competence in English can be categorised as described below:

Level A: New to English: Needs a **considerable** amount of EAL support

Level B: Early Acquisition: Still needs a **significant** amount of EAL support to access curriculum.

Level C: Developing competence: Requires **ongoing** EAL support to access curriculum fully.

Level D: Competent: Needs **some/occasional** EAL support to access complex curriculum material and tasks

Level E: Fluent: Operates **without EAL support** across the curriculum.

EAL pupils may need varying levels of provision. The school aims to provide support for equal access to the curriculum for EAL pupils joining the school through a selective examination process who typically fall into Level C category and above.

Where there is a level of additional need for English as an additional language the student will:

- be entered on the register of Additional Needs as having an EAL need.
- considered for any appropriate examination access arrangement where relevant
- be found on Sims database for all colleagues to note background information including the level of intervention/provision in place.
- Be monitored via the Interventions list in Learning Support department.

## Provision

### Language Support in the Classroom

Language support is best provided within the classroom wherever possible, as time out of subject lessons may cause pupils to fall behind in the curriculum. More importantly, the curriculum offers an ideal platform for language learning, as it offers pupils the chance to practise all four language skills with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge.

However, exposure to English alone without explicit teaching of the range of registers of spoken English and written academic language required will not

usually be sufficient to ensure continued progress for bilingual or those EAL learners with some or minor needs beyond the initial stages. We provide a supportive classroom environment which enriches the language content of the lesson, whatever the subject discipline.

Language enrichment has been shown to benefit EAL pupils, and all teachers should take on the role of teachers of language in the context of their subject. Subject specific vocabulary lists should be available from subject departments

### Additional specific provision:

- Specialist EAL support co-ordinated by the SENCo, from the specialist peripatetic EAL teacher.
- External examinations in first language in liaison with parents and exams officer
- Access arrangements if necessary.

Additional specific provision is co-ordinated by the SENCo. The school's academic tracking system and the pastoral teams within each Section of the School, monitor performance and progress e.g. EAL pupils' attainment in formal school assessments/external tests, participation in class and groups and general integration into school life.

### Additional evaluation tools include:

- Pupils' levels of attainment in EAL assessment over time/progress demonstrated by work scrutiny and EAL teacher observation and testing.
- Progress and outcomes of target setting at subject level, over time;
- Pupils' academic and tutor reports;
- Self-assessment.

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