



## Dorset Education Partnership

# English as an Additional Language (EAL) POLICY

Adopted: **September 2021**

To be reviewed 3-yearly

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## **EAL Policy**

Ferndown Upper School provides an education for all, which acknowledges, and is enriched by the diversity of ethnicity, culture and language of all students. The school is committed to making good provision of teaching for students who have English as an additional language or are bilingual. At Ferndown we will identify individual student's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Equality of access to the curriculum for all students, including those for whom English is an Additional Language, is ensured not only by direct language support from our EAL team, but also by a whole school approach that encompasses a varied range of teaching and learning strategies.

### **Aim**

Students have full and equal access to the curriculum, whatever their religion, ethnicity, first language, special educational needs and gender. The aim of this policy is to set out how that access is achieved with regard to students for whom English is an additional language. Ferndown Upper School aims to provide effective learning opportunities for all students by setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning. This is key since data shows the relationship between a pupils' English proficiency level and attainment at every key stage and consequently their likelihood to achieve expected levels. (Department for Education: "English Proficiency of pupils with English as an additional language" February 2020).

At Ferndown Upper School we have 3 strands of EAL students:

1. Students for whom English may not be the language spoken at home or who may consider themselves bilingual. These students may have a good level of proficiency and have spent good deal, if not all, of their academic career in an English school.
2. Students who are new arrivals to this country from abroad, some of whom maybe asylum seekers, and have very little or no English.
3. Students who come to Ferndown Upper School as part of an academic placement through an organisation. These students typically already have a good level of English having studied it for many years in their native countries, but this is not always the case, particularly when the students join the school at KS3.

At Ferndown Upper School there are 15 different languages spoken, in addition to English, including Arabic, Bengali, Chinese, Croatian, Czech, German, Hungarian, Italian, Pashto, Polish, Portuguese, Romanian, Tamil, Turkish and Vietnamese.

Information on English proficiency is available for Year 9 students as part of the transfer process from feeder schools. The proficiency of students who join the school on academic placements is assessed during the application process by the agency in their home country. New arrivals to the country will be assessed upon arrival at Ferndown Upper School if appropriate.

Any assessment of level will take into consideration the following descriptors from the Department for Education: "English Proficiency of pupils with English as an additional language" February 2020

### English proficiency

**A: New to English:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

**B: Early acquisition:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**C: Developing competence:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

**D: Competent:** Oral English will be 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. Needs some/occasional EAL support to access complex curriculum material and tasks.

**E: Fluent:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

**N: Not Yet Assessed** is also available for use where the school has not yet had time to assess proficiency.

### Key responsibilities and staff

**EAL Coordinator** – Emma Elliott– SLT link & keep staff informed of best practice

**Overseas Champion** – Emma Elliott – SLT link for overseas students, support Nadia in her role, liaison between Nadia and SLT, support overseas students in accessing the curriculum, link between overseas students and teaching staff. To promote language diversity and ensure students continue to develop their first language by facilitating external exams in students' first languages.

**Overseas Programme Coordinator** – Nadia Abdulgani – liaison between agencies and FUS, overseeing of enrolment process of new students, coordination of the principal students team, liaison with agencies in the case of more serious academic or pastoral concerns.

**Principal Students for Overseas Liaison** – recruited on an annual basis – support overseas students with integration into school life at FUS and the UK, support well-being, liaison between students and Nadia Abdulgani and Emma Elliott.

**Designated Teachers for Children in Care** – Katie Hammond & Sarah Clay– responsible for admissions process of new arrivals to the UK working closely with the Virtual School, social workers, carers and translators: induction, organising buddies for new students, communication with teaching staff to inform of new arrivals to the school.

**Teaching Assistants with EAL experience** – Ben Tannett & Isaac Edwards - assessment of English proficiency, implementation of ESOL programme.

### EAL Teaching and Learning

Whilst it may be the case that students who are New to English or in the Early Acquisition stages may be removed from one of their option subjects or from other timetabled lessons in order to undertake an intensive structured language programme, provision for students learning English as an additional language is the responsibility of all.

Strategies to support EAL learners and good practice

- Develop schemes of work that are responsive to the language needs and abilities of EAL students.
- Promotion of teaching strategies that contribute to collaborative learning activities and which encourage effective peer interactions and stimulate talk eg. pair-work, group-work.
- Make opportunities for planned talk to facilitate oracy across all areas of the curriculum.
- Recognise the importance of home language.
- Treat racism and bullying seriously – zero tolerance.
- Have strong links between home, school and the wider community.
- Create a learning area that is sympathetic to a variety of cultures.
- Access to bilingual materials and resources, dictionaries, smart phones in order to use translation apps.
- Provision of scaffolding/writing frames and visual aids when introducing new topics; pictures, videos, maps, posters.
- Modelling of writing for key text types within the subject.
- Grouping of students to support the development of language skills and encourage active participation – “supportive experts” within groups.

### **EAL Students and Special Educational Needs**

A child must not be regarded as having a learning difficulty solely because the home language is different from the language in which she/he will be taught at school. The spectrum of students with special educational needs may include a proportion of EAL students and therefore where there is an individual need there will be involvement with the SEND Department.

### **Assessment and Target setting**

The progress of EAL students is monitored by individual teachers and reviewed at progress points in the same way as other students. Where data for prior attainment is not available, realistic targets should be set in consultation with HOS/HOY/DOL.