

EAL Policy – Ferndown Upper School

Policy Document

Adopted: **July 2024**

To be reviewed yearly

Reviewed:

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Statement of principle

Ferndown Upper School believe that every student has the right to achieve their full academic potential whilst also being provided with a rounded social and educational experience. The EAL policy at Ferndown Upper School has been established in order to provide this equity through Teaching and Learning strategies and allocation of resources to provide our EAL students with an environment that enables them to succeed. Ferndown Upper School seeks to identify the needs of these students, recognise the resources required to support them across their subject areas and implement the support to ensure that strong outcomes are made by all EAL students.

Aims

- To provide teachers with the knowledge, skills and approaches to support EAL students within their classrooms and to ensure the delivery of the curriculum is accessible to all to ensure that the content is able to be accessed.
- To ensure that fair and effective assessment takes place with students with English as an Additional Language, identifying any needs and implementing strategies and resources in order to address these needs.
- To consider the backgrounds and environments in which our EAL students arrive to Ferndown Upper School in order to plan interventions and curriculum adaptations to support.
- To ensure all languages, cultures, accents and backgrounds are valued and respected equally throughout the school community
- To ensure that there is a clear distinction between SEND and EAL as well as other characteristics such as More Able in order for EAL students to be given equity across provisions within the school community
- To ensure that all students with English as an additional language can use English confidently, are able to use English as a means of learning across the curriculum and make links between their languages and the curriculum, where possible
- To ensure that all students with English as an additional language join Ferndown Upper School with a sense of belonging. Provided with effective support from teachers and peers to feel welcomed and embedded within the school culture.

Key Staff

EAL Coordinator – Oli McVeigh – SLT Link – monitors and supports the provision of EAL throughout the school. Responsible for CPD for departments, provision of information and strategies regarding EAL students and ensures allocation of resources is equitable across subject areas for EAL students within the school community.

Overseas Champion – Emma Elliot – SLT link for overseas students, supports 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 Ferndown Upper School, 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.

Designated Teacher for Children in Care – Emma Austin – responsible for the 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.

More Able Lead – Oliver Timmis – Responsible for the More Able programme within Ferndown Upper School. As part of this provision, EAL students with More Able will be connected to the programme and provided with the same level of support and provision as non-EAL students.

Roles and Responsibilities

Students

- Students with EAL should be involved in their learning and subject areas
- EAL students should be active participants within their learning journey by setting themselves targets for improvement and engaging positively with the provision given by the school
- Students without EAL should involve EAL students within the school community, either as buddies or within classroom environments to help build the social aspect of school life.

Parents and Guardians

- Should work in partnership with Ferndown Upper School to help support the implementation of the provision and to support their child's academic and social progress.
- Should communicate regularly with the school to help with the identification of needs at all levels, in turn helping to inform strategies and interventions put in place for their child

Teachers

- To engage meaningfully with CPD strategies and information provided about students with EAL in their classes

- To provide resources and materials that help students to access key content
- To communicate with EAL coordinator about students who are struggling in class and require additional input and support
- To be active participants in setting targets and goals for students with EAL to support their academic and social progress

Heads of Subject

- To ensure that the delivery of the curriculum within their subject areas is appropriate for students with EAL
- To ensure literacy and numeracy strategies are embedded within schemes of learning that help to build skills for students with EAL.
- To provide teams with strategies that are linked to subject areas that help to support the adaptation of curriculum content for students with EAL
- To communicate with EAL coordinator about the progress of students
- To identify assessment support and adaptations to ensure that students with EAL enter their examinations, where relevant, with the ability to access the paper and complete to the highest level possible.

SLT

- To provide staff with opportunities for CPD related to EAL strategies and to embed policies that ensure conversations about students with EAL are present throughout the year
- To use data across subject areas to measure the progress and support being given and made by EAL students across the school community
- To speak to Heads of Subject in key areas where EAL provision is not implemented as effectively as it should be and support the progression and implementation of strong practice to ensure equity across the curriculum

Students with EAL

- These are students who speak English as an additional language. They may be fluent in English, not speak English at all or have a level of English anywhere between.
- They may achieve high academic levels in a different system or have no experience of school at all
- They may be born in the UK or in another country
- They may have arrived in the UK voluntarily or as part of a managed move
- Students identified as being an EAL student are not categorised under the same category as SEND students
- However, EAL students can still be recognised as having a need under the SEND provision at Ferndown Upper School
- Additionally, Ferndown Upper School recognises that students with EAL may also be under the more able provision
- Implementation of support such as tutors, where possible, should be provided to support students where there needs assessed to be in requirement of said support.

Allocation of resources

Resources should be provided to students across subject areas within the school applying principles of teaching and learning that enable students to access parts of the curriculum.

Resources should be purchased and allocated by the EAL coordinator, with liaison with Heads of Subject to ensure that equity and appropriacy is embedded at all levels.

All students with EAL will be provided with a dictionary that can be used in lessons to support understanding of content and questions. Additionally, where requested and possible, students with English as an additional language will be provided with translated texts. This is particularly important within English lessons where students need to be able to access literature for their examinations.

Identification and assessment

Students will be flagged by previous school or parents/carers during the transition process. These students may be fluent in English, but may still need support. Information about their EAL status will be acquired from their application. At some point within the first week of school the EAL Coordinator will meet with the student to discuss support.

All EAL Students below a D (The Bell Foundation Framework) will remain subject to EAL provision. Once a pupil reaches D (competent) their subject teachers will be able to support the EAL student's progression towards E (fluency).

Students are assessed within the first two weeks of arriving at FUS, using the Bell Foundation's EAL Assessment Framework [EAL Assessment Framework - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk) Class teachers will be provided with a Microsoft Form assessing competency across listening, speaking, reading and writing skills according to the Bell Foundation bands. Once assessed for competency the EAL team will meet with students to create targets and action plans to provide support. Targets and action plans will be added to pupil profiles which are shared with teachers and placed on Bromcom. Students are reassessed on a termly basis.

Provision for students with EAL

All EAL students receive:

- Tailored meetings and interviews that take place to support assessment and interventions which are used as opportunities to inform staff of strategies and actions to support classroom practice
- Dictionaries allocated based on first language
- Vocabulary books to record key vocabulary from across subject areas
- A peer support system with allocated buddies given to new EAL students joining the school
- Access to pastoral support

EAL students identified as grading a D or below:

- Regular meeting and action plans
- English support and translated texts
- Regularly updated and shared pupil profiles
- Place allocated on literacy intervention programme

- Liaison between school and parents to provide network of support
- Access to TEFL support and intervention from 6th formers who hold TEFL qualifications