



ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

EAL Policy

- The person with overall responsibility for the School's EAL policy is the Head.
- The person responsible for day-to-day implementation of the EAL policy in Senior School is the EAL Co-ordinator, Ms Hélène Hardy.
- The person responsible for day-to-day implementation of the EAL policy in Junior School is the EAL Co-ordinator, Mrs Emma Keigher

At Northwood College for Girls GDST, we are committed to offering all pupils a broad and balanced curriculum to ensure their best possible progress. The school has due regard the Equality Act (2010). This policy should be read in conjunction with the GDST Inclusion Policy.

Aims of the Policy

The aims of the EAL policy are:

- to define the school's objectives towards EAL and how they will be met
- to define the overall organisation and management of EAL provision in the school
- to define the nature and level of school support for EAL.

The School in Context

NWC for Girls GDST is an independent day school for girls from 3 -18 years. The school is selective and rarely has EAL beginner learners, although it may have learners who have recently joined from abroad and whose primary exposure to English may have been as part of a program of modern foreign language learning. The majority of our EAL pupils have been brought up as bilingual by their parents and often count English as their first language whilst being fluent or semi-fluent in another family language. Whilst it is important to be alert to the fact that EAL needs may 'surface' as more competent pupils progress in their education, it is also the case that many will need/have no language support needs during their time with us. However, EAL provision is still relevant in terms of supporting and celebrating these pupils' individual abilities.

Equal Opportunities

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Consistent with the school's policy on Equal Opportunities, the school is committed to ensuring, through making all practicable and reasonable adjustments, that every pupil has equal access to the curriculum and equal opportunity to fulfil her promise and potential whatever her ethnic, linguistic, cultural and religious background, special educational need and/or disability, subject only to any overriding health and safety considerations.

The Deputy Head with responsibility for Pastoral Development and Well Being will retain an overview of the progress and performance of pupils with EAL through her work with the EAL Co-ordinator.

Definition of EAL at Northwood College for Girls

An EAL pupil is one who may use one or more language, other than English, in their everyday lives; in particular, in her home environment.

There are five main categories of EAL students:

A: New to English / Beginning

B: Early acquisition / Emerging

C: Developing competence / Expanding

D: Competent / Diversifying

E: Fluent

The School's EAL Objectives

- EAL pupils are identified and procedures followed to ensure that their needs are met and that they achieve their potential regardless of their first language.
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and are supported in meeting their needs.
- EAL pupils are fully integrated into the life of the school and are offered full access to a broad, balanced and relevant curriculum. Differences in programme of study occur only on rare occasions where this is in the best interests of the pupil.
- Pupils are actively encouraged to participate in extra-curricular activities.
- Parents/guardians are encouraged to play a role in EAL pupils' education.
- The views of the pupil are actively sought and taken into account.
- Appropriate resources are made available and are used in the school.
- EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate.
- The school's overall ethos helps pupils to feel valued members of the school community, to thrive in a culture which may be foreign to them, and to appreciate their own unique cultural identity.
- Bilingualism and multiculturalism are supported and celebrated.

Entry to the School

Where there is evidence of a language difficulty, this is recorded in the pupil's details and may be followed up prior to entry to the school. Other sources of information include: the language survey;

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information from the registrar; information provided by previous schools and/or parents or guardians. Where a pupil's English is very weak, parents will be required to arrange tuition by a qualified EAL tutor prior to joining the school.

Provision for pupils in the School

General classwork and ongoing assessment of learning, particularly by the English department, is used to identify any pupils likely to require additional support or differentiated teaching. Using this and initial entry information, the EAL Coordinator establishes a picture of the pupil's vocabulary, grammatical accuracy and fluency in both written and spoken English.

Where a need is identified, support will be provided by the teachers within the classroom setting. Guidance will be given to teachers to enable them to differentiate lessons according to need.

According to her level of competence in English, the student is assigned one of the following levels:

A: New to English / Beginning

B: Early acquisition / Emerging

C: Developing competence / Expanding

D: Competent / Diversifying

E: Fluent

Teachers of A and B learners are provided with personalised strategies by the EAL coordinator. (A-C in the Junior School). In the case of A learners, parents will be contacted and requested to arrange private EAL tuition for as long as deemed necessary.

EAL students are encouraged to take a GCSE examination in their first language; the Modern Foreign Language department will actively support the student, if it offers the relevant language in school.

Independent EAL learners are monitored and staff report any concerns to the EAL Coordinator.

Roles and Responsibilities

Northwood College recognises that all staff have a responsibility for supporting and encouraging pupils to become fluent English speakers. In addition:

The EAL Co-ordinator will:

- in conjunction with the Deputy Head with responsibility for Pastoral Development and Pupil Well Being, develop, oversee the implementation of, and review the school's EAL policy;

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- liaise with the school leadership team in relation to EAL policy and provision;
- ensure that EAL pupils are identified, grouped according to the criteria above and, where relevant, monitored;
- maintain the EAL register and ensure that relevant information is shared with teaching staff;
- coordinate provision for EAL pupils in terms of academic and pastoral support in order to ensure curriculum coverage, continuity and progression, and pupil welfare;
- provide school staff with guidance and support relating to effective teaching approaches and materials for EAL pupils;
- liaise with parents/guardians to involve them in decision making;
- act as an advocate for EAL pupils, bilingualism and diversity.

Subject Teachers will:

- familiarise themselves with school policy and procedures on EAL;
- know the pupils in their teaching groups and their level of need by referring to the EAL list and individual Pupil Profiles where appropriate;
- include differentiation strategies in their lesson plans and teaching in order to meet the needs of pupils with EAL;
- differentiate homework tasks where appropriate;
- be proactive in seeking help and advice about how to support pupils with EAL;
- contribute feedback about pupils who have or may have EAL, as requested by the EAL co-ordinator;
- be vigilant in identifying and referring pupils who may have EAL needs.

Special Educational Needs and High Flyers

The school recognises that most EAL pupils needing additional support do not have SEND needs. However, should SEND needs be identified during assessment, EAL pupils will have equal access to SEND support. Similarly, the school recognises that there may be EAL pupils who are high flyers, despite not being fully fluent in English.

For all public examinations, the school follows the guidance published each year by Joint Council for Qualifications (JCQ) in *Adjustments for candidates with disabilities and learning difficulties; Access Arrangements and Reasonable Adjustments*. This is accessible via the following link:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>. Failure to comply with these regulations may constitute malpractice, which could in turn affect a candidate's result(s).

Please see the access arrangement policy.

Junior School

Including EYFS and Wraparound Care

Identification

EAL is usually identified during the admission process. If, at a later date, a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL, they will liaise with the EAL Lead Teacher and discuss appropriate strategies. The class teacher will liaise with the parents, involving them in the decision making process where appropriate. All relevant staff will be informed.

There are a number of triggers which may raise awareness when identifying younger pupils with EAL:

- specific weakness in English language development, poor verbal comprehension, limited vocabulary or use of expression;
- specific weakness in English literacy skills, difficulty in reading, verbal comprehension or unaided writing;
- gap between underlying ability and reading ability;
- poor listening and attention skills;
- little response to peer or teacher intervention;
- parent expressing concern over pupil's school progress;
- deemed not to be an SEN issue first.

Key Principles for Additional Language Acquisition

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to the words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed, but need to be explored.
- Teachers have a crucial role in modelling the correct use of language.
- The focus and use of additional support from Teaching Assistants is best seen as an integral part of curriculum and lesson planning.
- All pupils should have equal access to the School's curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from a well-developed focus on the home language. The home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally important.

Provision in the classroom

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In the Junior School , opportunities and support are provided for pupils to develop their English and to take part in activities. The Junior School helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.

At Northwood College for girls GDST we value each child as a unique individual. We are committed to meeting the needs of all children at the school, and to meeting all statutory requirements related to inclusion.

Children with EAL maybe withdrawn from lessons to receive EAL support from our EAL Assistant and do not produce separate work. Class teachers and teaching assistants support children within the classroom. This is likely to involve a combination of individual, small group and whole class teaching.

Roles and Responsibilities

All staff have a responsibility for supporting and encouraging pupils to become fluent English speakers and for communicating school expectations for Speaking and Listening.

Teaching staff will:

- familiarise themselves with school policy and procedures on EAL;
- know the pupils in their teaching groups and their level of need by referring to the EAL list and individual Pupil Profiles, where appropriate;
- include differentiation strategies in their lesson plans and teaching in order to meet the needs of pupils with EAL;
- differentiate homework tasks where appropriate; contribute feedback about pupils who have or may have EAL, as requested by the EAL co-ordinator;
- Model good use of English, by extending sentences and encouraging pupils to do the same. Subject Teachers with concerns should raise them with the Junior EAL Co-ordinator and the Form Teacher. Head of Key Stage will discuss progress of all EAL pupils with Form Teachers, Year Groups and update the Leadership Group every half term. Junior EAL Co-ordinator and Heads of Key Stage will support the Form teacher or year group planning with additional guidance on developing language across the curriculum. Heads of Key Stage will assist the Junior EAL Co-ordinator in Identifying and providing resources which support pupils learning English as an additional language.
- be vigilant in identifying and referring pupils who may have EAL needs.