

English as an Additional Language (EAL) Policy

School Context

Over 70 pupils in the Senior School and over 25 pupils in Junior School speak languages other than English at home. Pupils speak a total of about 18 different languages, with those most represented being Arabic, Chinese, Mandarin, Punjabi and Urdu. Most of these girls live with their families, but a small number live with guardians or even alone. There are a few girls who join the school with very little English and no British educational background.

There is usually excellent integration of pupils with EAL, both socially and educationally, in the life of the school.

Many of our pupils with EAL are potential high achievers who do not consider that they have difficulties due to their linguistic backgrounds. However, there is a danger that inadequacies in the quality and depth of their English skills, particularly with regard to the development of grammatical competence and fluency and sophistication of written expression, may prevent the pupil from reaching their full potential.

Aims of the Policy

The aims of this EAL policy are:

- To define the **school's** objectives regarding EAL and how these 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's EAL Objectives

- Pupils with EAL are identified and procedures are followed to ensure their needs are met and they achieve their potential
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs
- Pupils with EAL are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate, potentially tailored curriculum
- They are actively encouraged to participate in extra-curricular activities
- The views of the pupil are sought and taken into account
- Parents/guardians are encouraged to play a role in the **pupil's** education
- Appropriate resources are available and are used in the school
- The **school's** overall ethos helps all pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness
- Bilingualism and multiculturalism are actively supported and celebrated

Roles and Responsibilities for Management of Provision

EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils.

Those with particular responsibility in this area are:

Mr. N. Packard – Director of ICT / SENCO

- Identification of EAL pupils
- Assessment of specific EAL needs
- Support for EAL girls across the curriculum if appropriate
- Advice and guidance to staff
- Monitoring of EAL **girls'** progress, attainment and wellbeing in liaison with the Director of Assessment and Monitoring and Deputy Heads. This work is closely supported by the Heads of Year.
- Record keeping
- Liaison over communication with parents and guardians of EAL girls
- Ensuring Examination Access Arrangements in liaison with the Examinations Officer

Mr. T. Tippet - Deputy Head Development and Well-Being (Senior School)

Mrs. A. Charlton - Head (Junior School)

Mrs V Bowman - Pastoral Support (Junior School)

- Mentoring and pastoral support of EAL girls

Mrs. A. Hardie - Director of Assessment and Monitoring

Miss C Williams - Deputy Head (Junior School)

- Monitoring and tracking of EAL **girls'** progress and attainment

Admissions

EAL girls who apply to join the Junior School are required to go through the normal admissions process. Pupils attend an assessment day, where girls from Key Stage One onwards are assessed on their English (Spelling, Reading and SPaG) and Maths ability. From an EYFS perspective, pupils complete activities that allow teachers to assess current progress against the 7 areas of learning.

EAL girls who apply to join the Senior School take the standard entrance examination at 11+ and appropriate tests at other stages. The results of these tests, seen in conjunction with reports from previous schools, will determine whether or not the applicant will be offered a place. Pupils will not be accepted into Year 10 or Year 12 unless they have demonstrated a high level of competence in English.

Identification and Assessment of EAL

A variety of sources of information may be used in order to identify pupils with EAL and assess any need for additional support:

- Entrance papers
- Report from previous school and/or parents/guardians
- Assessment by the SENCO – reading, writing, speaking and listening

- Subject **teachers'** comments and observations
- Form **teacher's** or Head of **Year's** comments and observations
- Middle Years Information System (MidYIS) tests
- Input from pupils
- National/formal qualifications from other countries that assess attainment in use of the English language

The school recognises that most EAL pupils needing support with their English will not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision. The Director of Social and Emotional Learning / SENCO provides advice and support for staff.

Principles of Learning Support

In line with the **Girls'** Day School Trust (GDST) Inclusion Policy.

Recording, Monitoring and Reporting

An EAL register is compiled by the Director of Social and Emotional Learning / SENCO and this is available to all staff through SIMS. This includes information about which languages pupils speak at home. EAL girls who need, or have needed, extra support are also included on the SEN/Learning Support register. All this information is updated annually.

Provision

The following measures are available for pupils who need them.

- Curriculum support
- Subject specific vocabulary lists in planners
- Teaching approaches which promote language development
- Sources of technical support including advice and guidance regarding apps and online tools

Additional Specific Provision

Where appropriate, the following additional provisions may be made:

- Regular meetings as appropriate between pupil and Head of Year
- Timetabled EAL / curriculum support lessons, usually in place of MFL lessons
- EAL Club for girls in Senior School
- External examinations in first language, where appropriate
- Examination Access Arrangements
- Preparation for IELTS examinations in the sixth form (International English Language Testing System – recognised by English-speaking academic institutions throughout the world)
- Targeted TA support time

Pastoral Provision

- Buddy system within form and / or teaching group
- Link with girls who speak the same language

Promotion of Bilingualism

- School assemblies
- Multicultural issues in schemes of work

Staff Support and Training

- INSET training for all staff
- Tips for teaching EAL girls available to all staff on the school network
- Advice available from Director of Social and Emotional Learning / SENCO

Success Criteria

Success is evaluated in terms of both academic progress and also integration and self-confidence within the school. Success is measured through:

- Levels of attainment in formal school assessments and external tests
- School reports
- Self-assessment
- Informal assessment by Director of Social and Emotional learning / SENCO, subject teachers and pastoral staff

Publication and Review

The EAL policy is available to all staff on the school network.

The policy is regarded as a working document and reviewed and if necessary updated at least once a year. This review will be undertaken by the Director of ICT / SENCO together with input from the Deputy Head Development and Well-Being and Head (Junior School) as appropriate. EAL issues are also included in the **school's** SDP and self-evaluation procedures.

Reviewed January 2017
Next Review Date January 2018