

## English as an Additional Language (EAL) Policy

### School Context

Pupils speak around a total of about 18 different languages, with those most represented being Arabic, Chinese, Punjabi and Urdu (alphabetical order). 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 are 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 to; feel like valued members of the school community; thrive in a culture which may be foreign to them; 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:

Miss J Howe – Admissions

- Identify EAL girls at admission and register relevant information on SIMS.
- From October 2021 there is a requirement that new admissions are to state their first/main language. This is to ensure that early identification can be achieved to provide the relevant support.
- Communicate with SENCO/HoY/Head of Junior School in advance of first registration

### Senior School

Laura Grayson- SENCO

- Identification of EAL pupils (done through the admissions process)
- From October 2021 The Bell Foundation fluency levels are currently being explored as a method of identifying the different support levels required for girls whose first language is not English. These levels range from A (new to English)- E (fluent in English). This remains a work in progress. This process will be carried out in conjunction with the English department.
- Monitoring of EAL **girls'** progress, attainment and wellbeing in liaison with the Deputy Heads. This work is closely supported by the Heads of Year.
- Keeping any relevant documents
- Liaison over communication with parents and guardians of EAL girls
- Ensuring Examination Access Arrangements in liaison with the Examinations Officer

Mrs A Hardie, Deputy Head, Curriculum (Senior School)

Mrs L Franks-Doyle, Deputy Head, Pastoral (Senior School)

### Junior School:

Mrs A Hardie, Head (Junior School)

Mrs V Bowman, Pastoral Support (Junior School)

- Mentoring and pastoral support of EAL girls

Miss C Williams, Deputy Head, SENCO (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.

In addition, places may be offered to girls with EAL under condition that they undertake extra study to help them develop functional English with a tutor or other outside agency. The school may request periodic reports from the third party as to focus of study and progress.

## **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 SEND needs. However, should SEND needs be identified during assessment, EAL pupils will have equal access to school SEND provision.

## **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 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 on an ongoing basis, but at least 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
- Differentiated work, if required
- 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 (Junior School only)

## **Pastoral Provision**

- Buddy system within form and / or teaching group
- Link with girls who speak the same language
- Heads of Year and Form Tutors will support early integration of girls with EAL and provide ongoing support as necessary

## **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 the 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 discussions with the 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 SENCO together with input from the English department, Deputy Heads and Head (Junior School) as appropriate.

Reviewed October 2021  
Next Review Date October 2022