



English as an Additional Language Policy (EAL)

Date: August 2022

Review Cycle: Annually

Next Review Date: August 2023

Bredon School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governor's means any Director of Cavendish Education.

This Policy document is one of a series of Bredon Policies that, taken together, are designed to form a comprehensive, formal Statement of Bredon's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture; in particular, it should be read in conjunction with the ***Equality Policy, The Health and Safety Policy and the Safeguarding Children and Child Protection Policy***.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values:

As a Dyslexia specialist Bredon treats all of its learners as individuals, empowering them to achieve to the very best of their ability.

Bredon School ensures that the individual flourishes and reaches their full academic potential by instilling a passion for learning through our broad and innovative curriculum, developing skills pupils will carry with them for life beyond the school gates.

In all Bredon Policies, unless the specific context requires otherwise, the word "parent" imports the meaning parent, guardian, carer or any person in whom is vested the legal duties and responsibilities of a child's primary caregiver.

Bredon employs the services of the following consulting companies to ensure compliance is met and the best practice is implemented:

**Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Atlantic Data (DBS)
Educare (online CPD)**

Rationale

Bredon School has small numbers of pupils for whom English is an additional or second language to their own native language. We are entirely committed to ensuring that EAL and/or international pupils at Bredon School are provided with the best opportunities to enable them to make progress in a British curriculum environment. This is the principal aim of this policy.

Bredon School and its staff and wider pupil community value the cultural diversity brought by speakers of other languages. We take steps to ensure that pupils who speak other languages are integrated effectively into the school environment, both academically and pastorally.

EAL pupils are subject to all the normal procedures for learning, teaching and assessment that all pupils are, such as the Progress Grades, subject levels and academic reviews. However, in addition, communication is enhanced between the specialist teachers of English, the SEN department, the English department and subject teachers. We maintain an EAL register, similar to the SEN register, to ensure that we are tracking and monitoring our meeting of the needs of pupils with EAL.

Our commitments as a school

- Ensure all teaching staff are informed when a pupil on the EAL register is in one of their classes.
- Recognise the importance of the role of parents and the need to communicate with them about their child's progress specifically in language learning.
 - Provide appropriate cultural resources where possible celebrating language and cultural differences.
 - Ensure that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition.
- Differentiate in the planning of lessons.
- Make staff aware that although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers.

- Provide additional learning support for EAL outside of normal lesson times where assessment has demonstrated that this is necessary.
- Provide access to statutory assessments making full use of special/access arrangements where appropriate.
- Provide appropriate funding for resources and training of staff.
- Attend to the overall welfare and well-being of pupils on the EAL register and liaise with the School's pastoral staff in the event of concerns arising

Principles of effective EAL provision

- 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 words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored.
- Simplified language to allow EAL pupils access to the curriculum should not equate to simplified lesson content and tasks should challenge pupils appropriately.
- Teachers have a crucial role in modelling uses of language.
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- All pupils have entitlement to the full 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 well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Identification, Assessment, Pupil Passports and Support

Provision

At the point of prospective admission, the school collects information on pupils' home language and ethnic background. On acceptance, EAL pupils or those anticipated to be EAL pupils will undertake an English language assessment on an individual basis. This will be organised by the English department, notably a specialist EAL teacher. Any necessary support such as exam access arrangements will then be arranged as

appropriate and a Pupil Passport will be written. Once a child's needs are identified support can be provided in a range of ways including:

- Advice and resources given to class teachers to aid their support of the pupil in lessons, with specific reference to the particular language needs in question.
- Pupil passports are issued to teachers for reference, in the same way that they are for pupils with Statements of Special Educational Needs or those who have been transitioned to Education, Health and Care Plans.
- Resources such as keyword lists, mini dictionaries and assistive technology, including chromebooks are used appropriately.



- In-class support by teacher\teaching assistant..

Individual or small group support such as in-class support or withdrawal lessons will be identified as being necessary based on a threshold in the English language assessment. Pupils will be assigned such support if their reading age in English is more than one year apart from their biological age. Such support is included in the school fees in most cases, but it depends on individual assessment of need.

Evaluating success

The school policy will be kept under regular review. The success of the policy will be determined by the achievements of previously agreed targets outlined in pupils' individual passports and progress reviews. In addition, the following criteria may also be used to evaluate the success of the English as an additional language policy:

- Success of the admissions preliminary assessment process.
- Academic progress of pupils who speak English as an additional language.
- Progress of EAL pupils in relation to peers of the same age.
- Level indicators in subjects for pupils in Key Stages 3 and below or current and target levels of pupils on accredited courses in Years 10 and above.

Staff development

In-service training needs related to English as an additional language teaching will be

identified by the Headmaster and the Deputy Head Academic in consultation with specialist staff and will be incorporated into the School Improvement Plan.

Those staff involved in directly teaching specialist English (intensive) lessons which are in addition to regular English lessons taught to all pupils, will have particular training and/or professional development needs. These teachers are likely to be delivering withdrawal lessons, one to one or in small groups, to focus specifically on vocabulary, grammar, comprehension and language development. It is our policy to ensure that these teachers either hold or are working towards a specialist teaching qualification such as CELTA, DELTA, TEFL or ESOL (Level 5 or Level 7).

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Deputy Head Academic