

English as an Additional Language (EAL) Policy

Aims

- To identify boys who have English as an Additional Language
- To monitor their progress
- To ensure that the teaching encourages all EAL pupils to progress academically and to intervene should this progress fall below expectations
- To ensure that EAL pupils are fully integrated in school life

This Policy applies to the whole school, including the EYFS.

Practice

The names of pupils who have English as an Additional Language (i.e. English is not regarded as their only language by the parents/carers who complete the Registration Form) will be placed on the EAL register by the Director of Studies or Head of Pre-Prep, as appropriate, who will inform the Head of Learning Support. All Staff who will be teaching a pupil with EAL will be informed when he joins the school. Staff should be informed at the earliest staff meeting and EAL pupils will be placed on the agenda of subsequent staff meetings.

Having EAL does not mean that a pupil has Special Educational Needs.

Profile and Assessment

It is important to ascertain a baseline, as soon as possible, but not until the pupil has had a period of adjustment. This will vary according to the age of the pupil, but within a month of starting at Davenies is usually an optimum period. The New Inside Out Quick Placement Test will be carried out and the Individual Language Profile initiated by the Head of Pre-Prep or the Head of English, as appropriate. This document will provide the “route map” for progress, and parents/carers of the pupil will be given a copy of this document for information.

Resources and guidance will be sought from the National Association for Language Development in the Curriculum (NALDIC: www.naldic.org.uk).

The Head of Pre-Prep/Head of English and Head of Learning Support will liaise as necessary, with the Head of Pre-Prep/Head of English monitoring and reporting on the progress of pupils with EAL (using the Individual Language Profile).

Other assessment tools which are used within the school should also be included in the data which is available to ensure progress for boys who have EAL.

It is important to be clear about the purpose of assessment, distinguishing summative, formative and diagnostic aims. Results will be added to the Individual Language Profile by the Form Teacher/Head of English as appropriate. Pupils may be at different levels of attainment in speaking, listening, reading and writing than their peers.

Teaching and Learning

EAL teaching and learning takes place within mainstream lessons and within all subjects. It is primarily about teaching and learning language through the content of the whole curriculum.

At Davenies we endeavour to make effective personalised provision for boys who have EAL to ensure that they learn and reach a good standard in English Language. In addition, the school aims to provide opportunities for these pupils to develop and use their home language in play and learning.

Work from across the curriculum should be taken into account when judging the overall level of achievement in speaking, listening, reading or writing. These profiles are particularly important in judging cognitive ability, which may be masked by limited competence in English.

Provision of support

Davenies does not have staff trained in supporting pupils with English as an Additional Language. However, where specialist EAL support is deemed necessary which is considered beyond the resources of the Learning Support Department, parents will be asked to meet the additional financial costs associated with providing additional resources or external support. Parents will always be asked to agree such a course of action and to meet the costs prior to the additional resources being provided.

EAL or SEN

Triggers for Concern

- Language acquisition progress below expected levels
- Unusually slow work rate compared with peers
- Little response to peer or teacher intervention
- Specific weakness in English language development, e.g. poor verbal comprehension, limited vocabulary and use of expression
- Poor listening and attention skills
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension, or limited unaided writing
- Gap between CAT scores and reading ability
- Very low baseline assessment
- Poor ability in first language
- Inability to acquire basic number concepts
- Parent expressing concern over pupil's school progress

- Pupil has difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects
- Emotional and behavioural difficulties

Response to Concerns

- Liaise with and inform parents
- Involve Head of Learning Support to advise on assessment for SEN as per the *SEN and Learning Difficulties Policy* and with regard to the *SEN and Disability Code of Practice, 0-25 years 2015* (SEND Code 2015)
- Consideration should be given to a First Language Assessment
- Accredited assessors details may be sought through the Local Education Authority, at the expense of the pupil's parents
- Additional in-class support is a chargeable expense for which the parents are responsible

References

- *A Language in Common: Assessing English as an Additional Language*, National Curriculum 2000 QCDA
- National Association of Language Development in the Curriculum (www.naldic.org.uk)
- *Guidance on the Assessment of EAL Pupils who may have Special Educational Needs*, Milton Keynes Ethnic and Minority Achievement Support Service

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