

## **EAL POLICY**

### **Philosophy**

- To create and promote an environment within which all students feel safe and secure.
- To foster empathy for international new arrivals and consider how they might feel in every situation.
- To view bilingualism as an asset that can be used to enhance learning and inclusion.

### **Whole school ethos**

Teachers approach each newly arrived EAL student as an individual and adapt their provision for and expectations of, each student based on their language proficiency, as influenced by the characteristics of their home language and its differences to English, their previous educational experience, their ability, and the demands of the curriculum. This includes establishing and maintaining strong links with parents, carers and their communities.

### **Admission and Induction**

- EAL students, including new arrivals, are made welcome in the school by staff and students alike.
- All new arrivals receive information, advice and guidance (IAG) and have the opportunity to sample option subjects before choosing their GCSE subjects.
- EAL students are placed in teaching groups according to their ability rather than their knowledge of English.
- Subject teachers receive initial information about each new arrival within their first two weeks at the school from the EAL Coordinator/Assistant Head Curriculum.

### **Subject teachers**

- Seat newly arrived EAL students near the front of the class with a clear view of the teacher, and with students who will provide good models of English, be friendly and helpful.
- Welcome newly arrived EAL students with exercise books, worksheets, equipment as appropriate.
- Encourage students to use bilingual dictionaries in lessons.
- Ensure that groups are mixed in terms of ability and languages for group work activities.
- Review planned activities and student progress with the EAL Coordinator and work together with EAL TAs to ensure all students receive appropriate curriculum support.
- Provide catch up support (resources, one-to-one sessions) for students who have missed GCSE content taught before they arrived in the school.
- Use the school's behaviour strategies pro-actively to create a safe and supportive learning environment for newly arrived EAL students.

### **Professional Learning**

Staff are encouraged to participate in in-house training opportunities and to pursue external training courses in order to develop their repertoire of skills and expertise to work with EAL students in the mainstream.

### **The EAL Coordinator**

- Attends admission meetings for EAL students who have been in the UK for less than two years to support their induction into the school community.

- Provides initial information about newly arrived EAL students for teachers and support staff including writing sample and previous school report whenever available.
- Deploys bilingual TAs according to student need and the demands of the curriculum.
- Organises and teaches extra English support groups.
- Arranges for students to be entered for relevant qualifications in English and for GCSEs in their other languages.
- Collaborates with departments, individual teachers and the wider inclusion team (SEND, Sanctuary and ARC provision) in order to extend and enhance support for all EAL learners.
- Oversees and monitors the use of young translators and interpreters in the school.

## **Parents**

- Parents are welcomed to the school and parental involvement is supported and valued by the school.
- Receive information of school procedures for uniform, behaviour, attendance, homework and the requirements of specific courses (e.g. Catering), as expectations may vary from those of other education systems. (Guide for parents).
- Receive termly information about the support provided to their child and the results of those interventions (IDL, Lexonik, vocabulary books, Toe-by-Toe, My Maths, 123 Maths, extra English lessons, vertical tutor group, and bilingual in-class support).

## **Success criteria**

- Students feel confident and happy in school (behaviour logs, attendance statistics, house points, Sanctuary attendance).
- Students make progress in their studies according to the tracking data and are working towards achieving their future ambitions.

Date of Next Review: **March 2022**