

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY



**HAYDON SCHOOL**

**ENGLISH AS AN ADDITIONAL  
LANGUAGE (EAL)**

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

**EAL POLICY****1. Rationale:**

Haydon is committed to the achievement of individual excellence.

**2. Aims:**

This policy is intended to support and complement the aims of the school in the following ways:

- To enrich the learning of all bilingual students
- To create an ethos in school where the student feels valued
- To provide an entitlement to appropriate differentiated education
- To address personal and social issues arising because of cultural differences
- To provide an opportunity to develop skills in English, both reading, written and spoken
- To provide lessons that challenge, stimulate, interest, excite and encourage all students and foster active participation.

**3. Definitions:**

3.1 An English as an Additional Language (EAL) student is any student, even those born in England, who have another language spoken at home.

3.2 We recognise that those students who are bilingual do not always show their ability because of a lack of English and may have hidden potential.

**4. Identification:**

4.1 EAL students are identified at initial entry to the school.

4.2 Data is monitored regularly to check on progress and offer a rolling programme of intervention in Years 7 and 8 to those students who are failing to meet their targets because of their lack of English and are not currently receiving other interventions.

4.3 Priority will be given to Pupil Premium students in line with the school priorities.

**5. Initial Intervention on Entry of Years 7 to 9 of the School**

Intervention will be prioritised for students if they:

- Have been in the country for less than one year
- Do not speak English at home
- Are not on the SEN register for specific learning difficulties
- Have been identified by primary schools as needing continuing support.

**6. Support in Years 9, 10 & 11**

6.1 In class support will be prioritised for Years 9, 10 and 11 where the students have entered the country, having had no previous KS2 education in English.

6.2 When students enter the country with no knowledge of English, at this stage they will drop one option and have extra English.

6.3 Support will be prioritised for Years 9, 10 and 11 where they have entered the formal educational system for the first time.

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**7. Responsibilities for co-ordinating Provision:****7.1 Senior Leadership Team**

- 7.1.1 Professional development for staff/ EAL teachers/ governors.
- 7.1.2 To support the EAL teachers to oversee the provision given.
- 7.1.3 To feedback information concerning EAL provision and achievement to governors.

**7.2 EAL Teachers:**

- 7.2.1 To oversee the needs of the students and prioritise those students who most need support.
- 7.2.2 To attend Year 8 options evening to offer EAL English to students who may find it difficult to follow a full GCSE programme.
- 7.2.3 To aid in professional development of all staff, especially Newly Qualified Teachers and student teachers.
- 7.2.4 To assist in evaluating EAL provision at the end of the year through reports and GCSE results.
- 7.2.5 To assist in analysis and monitoring of EAL students throughout the year.
- 7.2.6 To support staff in differentiation of work for EAL students when requested.
- 7.2.7 To work with individual teachers or departments to identify opportunities to enhance the learning of the EAL students.

**7.3 Heads of Faculty/ Heads of Department:**

- 7.3.1 To oversee the schemes of work – differentiation, learning opportunities and strategic approach to provision for EAL students.
- 7.3.2 Review schemes of work to confirm opportunities or consider new ones to support the learning of EAL students and ensure that they can fully participate in lessons.
- 7.3.3 To embed, where appropriate, cultural values into the schemes of work.
- 7.3.4 Review schemes of work to confirm opportunities for EAL students to fully participate.
- 7.3.5 To monitor appropriate learning- differentiation, withdrawal, working with individual students.

**7.4 All Staff**

- 7.4.1 Develop a stress free environment within the class where all students can take risks and learn from mistakes as well as successes.
- 7.4.2 Differentiate the curriculum appropriately by planning effectively to build on student's previous knowledge and understanding, highlighting cultural values where possible in their lessons.
- 7.4.3 Pass names to EAL teachers of students who they feel meet the criteria outlined in sections 5 & 6.
- 7.4.4 Give EAL students accurate levels of assessment so that progress can be monitored.

**7.5 Students**

- 7.5.1 To actively engage in differentiated work and in class support provided by staff.
- 7.5.2 Attend all support sessions where offered.

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**7.6 Parents**

- 7.6.1 At all times there must be a 3-way partnership between parents, students and the school.
- 7.6.2 Actively encourage and support their children in learning English.
- 7.6.3 Actively encourage their children to attend the support sessions provided.

**8. Monitoring/Success criteria**

- 8.1 Students regularly attend additional EAL lessons where appropriate.
- 8.2 Parents actively support EAL students.
- 8.3 Students make good progress in English in an academic year.

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**History**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Comments</b>
September 2013	1	New	To Student committee 14.10.13 – Approved – To FGB 05.12.13 for information only - Approved
September 2015	2	Update	To Student Committee 07.10.15 – Approved – To FGB 01.12.15 for information only.
December 2018	3	Update	To Student Committee 22.01.19 – Approved. To FGB 04.03.19 for information only.