



St Mark's C of E Academy Policy

Policy Title	English as an Additional Language (EAL) Policy	Version No	5
Rationale	<p>Saint Mark's C of E Community celebrates having pupils from more than fifty different countries. Within our whole school pupil cohort we have more than fifty-one home languages. Thirty-six percent of our pupils were born overseas. Our Academy celebrates our provision for of our pupils, who have the opportunity to study the National Curriculum. We regard all pupils as having individual strengths and needs and each pupil will be given every opportunity to achieve their potential, academically, socially and emotionally. It is our aim for every pupil to feel equally valued within the Academy community.</p> <p>It is the Academy's aim to ensure that EAL learners, New Arrivals who are bilingual and/or from a refugee or asylum seeking background are inducted successfully in to all aspects of the Academy and go on to achieve Academic success.</p> <p>The Academy has a legal responsibility under the "<i>Race Relations (Amendment) Act (2000)</i>" which also underpins the National Curriculum and the TDA Standards to provide Equal Opportunities to all learners.</p> <p>As a staff we hold the common value of high expectations for the academic achievement of all students including those new to learning in the medium of English. The Academy supports the parents/carers to help learners with both language development in English and progress in all curriculum areas.</p> <p>In line with the government policy on "Every Child Matters", whatever their background or their circumstances, each pupil will be offered the support they need to:</p> <ul style="list-style-type: none">• Be healthy• Stay safe• Enjoy and achieve• Make a positive contribution• Achieve economic well-being <p>Our EAL policy maintains this by:</p> <ul style="list-style-type: none">• Early identification of pupils who are underachieving due to language difficulties;• Enabling all staff to meet identified pupil needs and keep up with developments in the EAL field• Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching styles and support strategies;• Regular liaison with parents and outside agencies.		

Policy Statement

1. The Academy's provision for English as an Additional Language

The Academy's staff recognises that the achievement of all New Arrivals, regardless of background or proficiency in English, is a shared responsibility. This responsibility forms part of the wider inclusions agenda which is the direct responsibility of Ms. L. Peterkin, Vice Principal. EAL on a day to day basis managed by the EAL HOD, Mrs. J. Spenceley and supported by a team of staff of: HLTAs, Safiyo Jimale, Leigh Shelton and Jake Webb, and TAs, Navartnam Thavabalasingham and Pawol Skerencak, as well as Ms Aneta Pryzgoda, an EAL teacher.

A. The HOD EAL, supported by the EAL team, is responsible for:

- Preparation and review (for the governing body) of the EAL Policy
- Developing aspects of the policy into sustainable projects
- Developing and assessing EAL programmes and methods of support
- Overseeing the day-to-day operation of the EAL policy and EAL resources
- Co-ordinating the provision for EAL learners, based on assessment and date of arrival to the UK
- Maximising inclusion and development of EAL learners in class arrangements and curriculum through conversation with VP Inclusion
- Liaising with parents
- Preparation of Learner Information Sheets from Initial interview and assessment of EAL learners
- Managing EAL Learning Support Assistants
- Data analysis and tracking of EAL learners
- Overseeing pupil's records
- Maintaining the integrity of the EAL register
- Ensuring systems are kept up to date
- Liaising and giving advice to fellow teachers
- Developing Personal Learning Programmes and distributing these
- Contributing with INSET and staff CPD
- Liaising with the examinations officer
- Liaising with external agencies, LEA support services

The role necessitates regularly:

- Working in conjunction with Vice Principal (Inclusions) L. Peterkin;
- Working with Vice Principal (Teaching and Learning) J. Meinke;
- Working with Vice Principal (Data) C. Lennon;
- Working in conjunction with HOH, Pastoral Managers, Coaches and Attendance and Admissions;
- Working in conjunction with the designated Child Protection/LAC Officer

B. To support this work, Heads of Department have the responsibility for:

- Monitoring the implementation of the EAL policy within their subject area;
- Ensuring the differentiation of schemes of work
- Working with HOD EAL to adopt best practise for pupils who have EAL within the classroom

- Ensuring effective use of Teaching Assistants in provision of class support
- Ensuring regular discussion of pupils with EAL at departmental meetings
- Liaison with HOD EAL in relation with communication with parents who have no English
- Ensuring policy documents define departmental policy for meeting the needs of EAL pupils

C. THE ROLE OF THE CLASSROOM TEACHER

- The classroom teacher's role includes the standards specified in 'Professional Standards for Teachers' under 'Qualified Teacher Status' these specifically include:
 - Q18: Understand how 'pupils' and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
 - Q19: Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
 - Q20: Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
- The classroom teacher will draw on information provided by the EAL department, knowledge and skills imparted through INSET, electronic medium, bulletins, information boards, staff briefings, departmental visitations, the EAL Impact team, and professional conversation in order to nurture, develop and maximise on EAL learners' potential and talents.
- Classroom teachers have been provided with Learner Information Sheets and PLPs (Personal Learning Programmes) specific to New Arrival EAL learners, these documents are to be actively used in lesson planning and preparation. In partnership with EAL these will be used and developed.
- All teachers and support staff have high expectations for the academic achievement of all students including those new to learning in the medium of English. The Academy supports the parents/carers to help learners with both language development in English and progress in all curriculum areas.
- First language issues and proficiency in English will be developed to create sound Academy – home liaison.
- The languages, culture, heritage and experiences of all students in this Academy are acknowledged, valued and respected.

D. All coaches have the responsibility for;

- Making the learner feel welcome and providing a 'safe place'
- Ensuring that the EAL learner and buddy are given time to communicate and that worries and concerns are voiced
- To ensure that worries or concerns are raised with relevant staff and the EAL department, these learning conversations are to happen at academic review points
- Monitor and review pupil progress
- Monitor individual progress through student planners, support staff and teaching staff and school record information (e.g. grades, reports)
- To check that New Arrivals, if literate in home language, have an appropriate bilingual dictionary at school on a daily basis
- To encourage the languages, culture, heritage and experiences of all

students in this Academy are acknowledged, valued and respected.

E. The Governing Bodies duties in this respect are to:

- Ensure that the EAL policy is available to those in receipt of the prospectus and included in the academy policy handbook;
- Report annually on the success of the EAL policy;
- Do their best to ensure that EAL provision is made, as appropriate, by appointing a Governor with specific understanding and responsibility for EAL
- Ensure that provision of a high standard is made for EAL learners, that progression paths are not limited and that curriculum is tailored to EAL developmental rates
- Ensure that EAL learners are fully involved in all aspects of school activities

F. The Executive Principal, Peter Evans and The Associate Head, Esther Holland maintain overall responsibility for all specific/particular educational needs matters.

- to ensure the development of highly effective whole Academy policies and practices which ensure that the language, learning and pastoral needs of all students are met
- to work closely with the EAL team
- to ensure the whole Academy has high expectations on attainment and achievement by all,
- and by providing a balanced curriculum offer

2. Implementation and working Practices

a. New Admissions - Initial Interview

The following will take place:

- i. Home Language Survey Questionnaire
- ii. Diagnostic Assessment of New Arrival
- iii. Official Saint Mark's Church of England Academy Interview

b. Learner's Induction Programmes in the Academy

Will be informed by the creation of:

- i. The EAL register
- ii. New Arrival: Information Sheet
Prior to start date respective teachers are issued an *Information Sheet*; this provides as much baseline data as possible prior to classroom diagnostic assessments. This information sheet will also name an appropriate buddy for the New Arrival.
- iii. The Buddy System: the HOD EAL in consultation with the Admissions Officer will allocate a buddy, a learner who is confident and able, in order to allow the transition into the pupils new school environment. The buddy is selected based on L1, English proficiency and cognitive ability.
- iv. New Arrival Personal Learning Programmes (PLPs);
 - These are devised for New Arrivals and EAL learners functioning below expected language development prediction.
 - PLPs specifically address the needs of these EAL learners with targets, outcomes, learner actions and a range of suitable teaching strategies.
 - PLPs will be used by staff as a tool to inform planning

and provision.

c. Support and Intervention Programmes

Will be determined by:

- i. The Development of EAL Learners, Extract, EAL Matrix
- ii. A Language in Common
- iii. NFER reading Ages
- iv. Spelling tests and phonetic variation
- v. Learner Tracking and Assessment Documentation
- vi. Examination Arrangements

d. Utilisation of Teaching Assistants

Will be provided on the basis of need; need is determined by the New Arrival's ability to access the curriculum independently and meaningfully. In Class Support is initially determined by date of arrival to the UK combined with English proficiency.

Individual subject teachers will provide the support for both the more and less able pupil largely by the provision of differentiated material. Staff are encouraged to use EAL materials provided as well as consult the HOD EAL and Teaching Assistants on methods of adapting the content and delivery of their lessons to meet the needs EAL learners. Staff have been provided with support strategies through guidance documents and the EAL Guidance Booklet.

e. Interpreters

Engagement, support and intervention is supported by registers of:

- i. EAL Learner Translators
- ii. Staff Language Register
- iii. Merton Translation Service
- iv. On the EAL staffs there are bilingual assistants, arrangements for the use need to be planned in advance as all staff are timetabled

f. EAL Programmes

The EAL department will offer several programmes for a variety of EAL needs, from beginner to advanced academic English. These programmes include:

- i. Induction Programmes
- ii. KS3 EAL Syllabus Beginners and Starters
- iii. KS3: English Enrichment
- iv. KS4: Entry Level
- v. KS4: Y10 International English
- vi. Y10: English Enrichment
- vii. KS4: Y11 International English
- viii. Y11: English Enrichment
- ix. Home Language support and entry

g. Further Support

- i. Partnership Teaching
- ii. Lunch Club
- iii. Homework Club
- iv. IL2

h. SEN Assessment in addition to EAL need

The SEN Code of Practice (2001) gives clear guidance on pupils with

EAL who *may have* SEN.

1. It is necessary to consider the pupil within the context of the home, culture and community, and past schooling experience or inexperience
2. Identification will take place over time and a portfolio of evidence will be compiled in order to make an SEN judgement.
3. The evidence will include all subject areas and staff input from these areas
4. The EAL department with the SEN department will communicate with local sources of advice relevant to the ethnic group

i. Culture and Ethos

The EAL Department will support the Academy and use the resources at its disposal to ensure that the learning environment reflects the diverse nature of its community in various ways, most notably by:

- Encouraging the use of positive images in display work, information boards, achievement award boards and other public displays
- Promoting the use of other languages where appropriate
- Promoting the translation of information that is sent to parents in community languages
- Promoting positive behaviour between students of different ethnic backgrounds
- Promoting positive relationships between minority ethnic parents and the Academy
- Enabling minority ethnic parents to effectively access the Academy community and communicate with staff so that they can take an active part in their children's education
- Encouraging the use of translators for minority ethnic parents where appropriate

j. Raising Awareness of Other Languages and Cultures

It is recognised that the Academy and its environment must reflect the diverse cultural and linguistic nature of the Academy community. Where ever possible the content of the curriculum should reflect this diversity. It is the role of the EAL department to actively support this objective. The EAL department has an agenda to promote display materials, celebrations and cultural events that reflect and represent the diverse backgrounds of the Academy population.

3. Continual Professional Development

Within our department we have an on-going commitment to CPD. Staff training is provided to all Teaching Assistants through a variety of formal and informal methods. These include:

- Curriculum development work as a planned part of the academy's INSET programme;
- Induction of new staff and newly qualified teachers; an EAL Guidance Booklet is available from EAL HOD answers important questions;
- Training of Teaching Assistants
- EAL Department Meetings

4. Partnerships

To enable continuity of learning for pupils transferring from primary to

secondary education, we maintain close links with our feeder primaries. When a pupil transfers from primary or between secondary schools, the EAL file is passed to the EALHOD who disseminated information.

To support pupils with EAL prior to leaving the Academy, we work with Connexions to provide a specific careers programme for pupils who have EAL from Year 9 onwards. We also liaise with local further education colleges and training agencies. Visits and information exchange takes place at transition times.

The EAL department must continue to develop and grow a directory of links and references in order to:

- Grow in expertise
- Offer a full range of provision
- Develop community cohesion
- Make meaningful contributions to the school and wider community.

Links with knowledgeable bodies and authorities on EAL will be developed and a data base of these as well as LEA contacts will be developed and published.

5. Criteria for Success

In meeting the needs of the children with English as an Additional Language, the policy is effective when:

- EAL learners are identified on arrival
- The EAL register is frequently updated and utilised by all staff
- Information sheets are produced timeously
- An appropriate buddy is paired with the New Arrival
- Pupils are received into a warm and welcoming environment
- Pupils are set appropriately and seating plans maximise initial interactions with the teacher and other learners
- Staff are aware that language skills are not the same as cognitive ability
- Personal Learning Programmes are created, agreed upon and disseminated for staff use, progress is made
- The new arrival is monitored closely and continuously
- Integration takes place and the learner communicates with others who do not share the same language, progress is made
- On arrival in the classroom the observer is aware that the New Arrival is being specifically catered for, is engaged and is challenged
- Pupils achieve and pupils recognise their ability to achieve even further
- Support staff feedback successes and concerns
- Schemes of work and subject matter is carefully selected so as to promote inclusion and emotional well being
- Parents who have no or English feel comfortable about attending parents' evenings and there are a maximum number of bilingual assistants present.
- The Academy and all areas within the Academy provide a caring, respectful, challenging environment where high expectations are exacted by all.

Staff Responsible		JSP, LPK	
School Group Responsible		Student Services	
Date approved by Government body		Review Date	