

# Birches Head Academy



## 8.9 EAL Policy

### Policy Information:

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### Approved by Principal:

Katie Dixon

### Approved by Chair of Governors:

Roisin Maguire



Frank Field  
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## **Birches Head Academy EAL Policy**

### ***Rationale***

Birches Head Academy provides an education for all, which acknowledges, and is enriched by the diversity of ethnicity, culture and language of its students. The school is committed to making good provision of teaching for students who have English as an additional language or are bilingual. The school will identify individual student's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Equality of access to the curriculum for all students, including those for whom English is an Additional Language, is ensured not only by direct language support from the EAL Lead, and by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

### ***Aim***

Students have full and equal access to the Curriculum, whatever their religion, ethnicity, first language, special educational needs and gender.

The aim of this policy is to set out how that access is achieved with regard to students for whom English is an Additional Language. The school will provide effective learning opportunities for all students by: assigning appropriate settings, responding to diverse learning needs, and overcoming potential barriers to learning.

### ***Procedures for Newly Arrived EAL students***

Newly Arrived EAL students join Birches Head Academy in Year 7; some EAL students are admitted as an 'In Year Transfer' in all national curriculum years. These students follow the school's admission procedures.

On arrival students complete an interview and initial assessment with the Assistant Principal and EAL Lead this will assist in deciding curriculum settings.

All EAL students who join the academy throughout the year will receive a bespoke induction, including a parental welcome meeting.

EAL students with no English skills and / or illiterate in their native language receive additional intervention, using programme such as: Learning Village, Dyslexia Gold, Better Reader or Fresh Start. For the remainder of their timetable EAL students join the mainstream classes. The progress of EAL students is closely monitored, there is no formal testing during their first six weeks in the academy, after this competency will begin to be assessed.

Students who are new to English will receive additional sessions, helping them gain the communication skills needed to progress in education and transfer skills across other subjects.

EAL students who do not require intensive EAL intervention join mainstream classes and are subject to staff monitoring using the robust Learning Programme assessment schedule. Teaching and support staff are responsible for differentiation to meet the needs of EAL students and respond appropriately to their language needs

The EAL Lead systematically liaises with teaching and support staff to quality assure the teaching and support for EAL students.

### **Beginner EAL learners**

About 13% of the school are students who have been in the UK for less than 5 year and who are not yet fluent in English. It takes 2 years to develop social language skills in English, but 5-7 years to develop proficiency in formal, written English.

Students who are new to English will be integrated into mainstream subjects from the moment they join Birches Head Academy. This strategy enables them to:

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

The school recognises the following factors as being central to progress for EAL students:

- Recognition of the importance of home language.
- Treating racism and bullying seriously.
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include bilingual materials.
- Curriculum, which portrays positive images and role models.
- A coherent EAL policy and strategic plan

***The roles of EAL Coordinator include:***

- Induction of newly arrived EAL students and initial assessment of language stage of EAL students.
- Organising EAL sessions
- Monitoring EAL students' progress.
- Liaising with teaching staff.
- Liaising with the pastoral team.
- Providing advice on classroom strategies, inclusive curriculum materials and differentiation of resources for EAL students to support and include EAL students.
- Developing partnership with parents.
- Liaising and developing partnerships with external agencies.
- Collaborative planning including advice on strategies and resources, inset courses, language needs assessment and linguistic, cultural and social background.
- Providing staff development sessions on differentiation for EAL students.

***Curriculum Planning:***

The needs of EAL students in accessing the curriculum necessitate careful planning, as does the provision of a balanced and positive multicultural education. All teachers will need to consider language demands alongside the content of the curriculum and plan how they can support EAL students to develop oracy and literacy appropriate to their subject and through the Learning Programmes.

***Teachers will ensure that:***

- The language and learning needs of students are clearly identified and provided for.
- The support requirements of students are identified.
- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is provided for key concepts.
- Planning includes opportunities for first language activities in the classroom.
- Teachers will have high expectations of all students regardless of ethnicity, gender, or social background.
- Teaching staff are provided with an EAL toolkit to provide strategies for successful classroom outcomes.

### ***EAL Students and Special Educational Needs:***

A child must not be regarded as having a learning difficulty, Special Educational Needs (SEN), solely because the home language is different from the language in which she/he will be taught at school.

While regarding bilingualism in a child as an advantage, the school recognises that the spectrum of children with special educational needs may include a proportion of EAL students, and other students from ethnic minority backgrounds. The school recognises the importance of, and the difficulties involved in, the early recognition of SEN in EAL students. Assessment of SEN in EAL students will involve EAL Department as well as SEN department. If appropriate, the school will arrange an assessment in the child's first language. The school will make sure that home language does not prevent the parents/guardians either from accessing information on their child's special educational needs, or from putting forward their point of view.

### ***Liaison with Parents***

As with all children, it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communications is the key for parents of EAL students. This is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting.

- Providing interpreters when and where they are needed, particularly in parents evenings and parents meetings with teachers and support staff.
- Reading through letters (where appropriate) with children before they are taken home.
- Provision of translations of school documents in community languages, where appropriate.
- Encouraging parental attendance at parents' evenings and participation in other school functions (coffee morning, celebration evenings, cultural events etc )

### ***Assessment and Target Setting***

The progress of EAL students is monitored by individual teachers against their flightpaths and Learning Programmes. Subject Leaders also monitor and track the progress of EAL students at the end of each Learning Programme and implements strategies and interventions that will improve the progress of EAL students.

Targets for EAL students are set on the basis of their KS2 data; if a student had no prior education in the UK, realistic yet challenging targets are set by the Assistant Principal.