



**BURTON
BOROUGH
SCHOOL**

English as an Additional Language Policy (EAL)

Policy Reviewer	Rachel Paginton	Date of Review	January 2024
		Date of next Review	September 2026

Statement of Intent

The purpose of this policy is to outline the school's approach to identification and meeting the needs of students who are classified as using English as an additional language. The Department for Education (DfE) records a student as using EAL if 'they are exposed to a language at home that is known or believed to be other than English.' If a student is identified as being EAL; when they start school at 3-5 years old, they will continue to be recorded as an EAL user throughout their education and their life. Students with EAL will face various challenges and different experiences that the school community must adapt to consider and support. A students' aptitude for English will vary although many will be fluent in English. However, some will face barriers to learning, accessing the curriculum and experience cultural differences. In addition, students may come from different cultural backgrounds to their peers and face different expectations of language, education and learning. EAL students are unique and separate to students who are identified as SEND. We recognise that some EAL students may be identified with SEND and will also benefit through the SEND provision at Burton Borough. However, for the majority of EAL students effective identification and support and interventions other than through our SEND provision will ensure that EAL students make good progress and attain well.'

This policy has been established to ensure all students with EAL at Burton Borough are given the best opportunities possible to reach their full potential.

Supporting Policies

This policy should be read in consideration of Burton Borough school's

- Equality Policy.
- SEND Policy.
- Antibullying Policy.
- Student Premium Policy.
- Teaching and Learning Policy

At Burton Borough we aim to:

- Welcome the cultural, linguistic and educational experiences students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL so that they are able to achieve at least as well as their peers.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Gather accurate information regarding student's backgrounds, cultures and abilities.

- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor EAL students' progress and adapt policies and procedures accordingly.
- Promote student's languages, cultures and identities so that they are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure students with EAL are acknowledged for their skills in their own languages.

Identifying EAL students

In defining EAL we have adopted the Department of Education's definition: any child who is exposed to a language at home that is known or believed to be other than English. As of November 2022, 5% of students are identified as EAL at Burton Borough school. Meanwhile 4.5% of the school community are from ethnic minority backgrounds.

EAL students may be:

- Newly arrived from a country outside the UK.
- Newly arrived from a foreign country, but from an English-speaking school.
- Educated abroad but moved to the UK at some point before attending Burton Borough school.
- Born in the UK, but in a family where the home language(s) is not English.
- Student Premium, SEND or High Potential.
- EAL students will need varying levels of provision and consideration.

Teacher responsible for students with EAL

- The teacher responsible for oversight of students with EAL is Miss India Jones (EAL Coordinator).
- The EAL Coordinator's responsibilities include:
 - Co-ordinating the efficient timetabling of students with EAL.
 - The induction of newly arrived students.
 - Overseeing the assessment and targeting of students with EAL.
 - Supporting the procurement and appropriate use of resources to support students with EAL.
 - Aiding staff in effective communication with parents and finding translators where appropriate.
 - Exploring various possibilities to ensure important information is shared with parents.
 - Providing additional intervention where necessary to new learners of English.
 - Advising on strategies to support and include students with EAL.
 - Advising on ways to differentiate work for students with EAL.

- Facilitating students' use of first language national examinations.
- Developing relationships between the school and parents of students with EAL.
- Securing and providing training to ensure staff development, including INSET courses.
- To support teaching / pastoral staff with language-related issues.

Classroom Teacher:

As a classroom teacher, teachers are responsible for:

- Ensuring EAL students are clearly known and their language proficiency needs are known via access to Student Profile (Y7-10).
- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.
- Liaising with the EAL Co-ordinator to ensure that all EAL students are closely monitored and well supported.

Support Staff

Support Staff includes any member of staff whose main role is supporting students either pastorally or academically in the classroom. This includes pastoral staff from Aqualate, Chetwynd, Hawkstone small schools; and classroom teaching assistants.

Support staff have the responsibility to:

- Ensure EAL students are known to them and the student's home languages.
- Establish relationships with parents and ensure communication with parents is accessible to all – using translation apps and services where needed.
- Provide a welcoming environment for EAL students.
- Liaise with the EAL Co-ordinator where appropriate to ensure students identified with EAL are supported well.

Training of Staff

ECTs and teachers undergoing initial training (ITT) receive specific input on EAL issues. Training opportunities are also available for teaching and support staff to provide the most effective possible support for EAL students within Burton Borough school.

Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued, and classrooms will be socially inclusive.
- Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be adapted to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of students with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve students' understanding of English. However, we aim to 'buddy' students with the same home language within a form group so that they can feel welcome and have a peer they feel comfortable to speak with ease.
- It is part of the school's plan to ensure main signage is printed in common language and installed by summer 2022.

Promoting Diverse Cultures

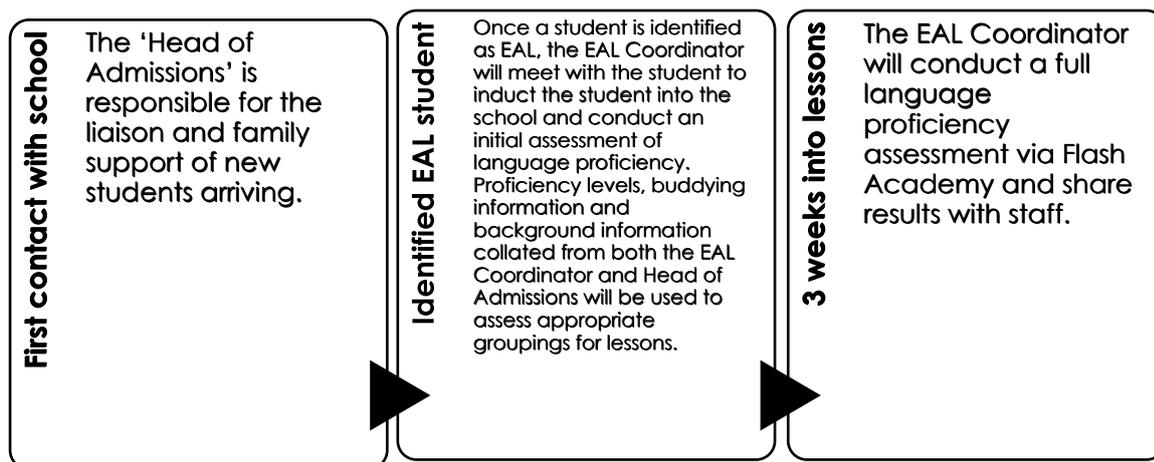
At Burton Borough we aim to celebrate the diversity of our community by:

- Celebrating diversity through our 'cultural calendar' and embedding multiculturalism within our curriculum.
- Encouraging multilingual students to undertake a GCSE in their home language and provide support for the successful acquisition of this.
- Ensuring our displays reflect the diversity of our community.
- Building links with local religious and diversity groups to ensure our curriculum and social community reflects core British values.
- Celebrating diversity through school assemblies, tutor group activities and PSHE with a focus on respect, tolerance and consideration for others.

Initial assessments

In line with our usual procedures for students starting Burton Borough school, all students will undertake a Maths and English initial assessment so that subject teachers have a brief understanding of a student's starting ability. EAL students will be given an adapted written English assessment which will allow a brief overview of written and reading comprehension skills.

The procedure for an EAL student starting within the setting is as follows.



After a period of adjustment/settling into the community the school will undertake a timely initial assessment to gauge students' English abilities in an informal manner that does not make the student feel isolated or inferior. The assessment will be carried out by a teacher with EAL experience using the Flash Academy testing. Assessments are held on the student's profile and an initial report is written to demonstrate need. During the first three weeks of introduction and following the Flash Academy Assessments, parents/carers of the students will be regularly liaised with and assessments results will be shared with students and parents.

- Teachers of the student will be allowed access to the assessment to inform their teaching and lesson planning.
- The student and the parents of the student may view the assessment at any time.

Classroom practice

Teachers have high expectations of all students, regardless of gender, ethnicity, sexual orientation, social background or English ability.

- Classroom activities will be matched to students' needs and abilities.
- Teachers will consider common misconceptions, cultural differences and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve students' literacy:

- Utilisation of the student's first language expertise.
- The provision of writing frames.
- The use of visuals.
- Language skills will be developed through:
 - Collaborative activities involving spoken communication
 - Feedback opportunities and conversations.
- Good models provided by peers.
- Active participation will be encouraged by:
 - Grouping EAL students with high achieving peers.
 - Expert' readers and writers present in each group to provide assistance and model language.

Support for Early Acquisition

Where a student with EAL is assessed as having little to no English, support will be provided within their daily class teaching. We encourage all students to have full access to the curriculum and are integrated into a full timetable to fully experience school life and the community. Students will be given a translatable dictionary in their home language. They will have access to translation apps during subject lessons and Flash Academy for further English self-study.

Students will be offered small group intervention during CLL for the first half term on entry to the school focussing on basic English acquisition.

In-class support and teacher-based intervention is utilised as soon as the student can be successfully integrated into the classroom environment. The student will still spend time with their intervention teacher on a daily basis.

Access to the curriculum

To encourage inclusivity, full access to the schools' curriculum subjects is encouraged for all EAL students. The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for students to use their first language in the classroom.
- The support requirements of students with EAL are identified and the support is made available.
- Staff training will be delivered annually to support delivery of the curriculum to EAL students.

Developing Parental & School Relationships

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL.

To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Provide independent interpreters for meetings when needed.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with students before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of students with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.

- Invite parents to school to participate in every-day school life where appropriate.
- Encourage parents to become involved with homework.
- Consider religious/community commitments within curriculum planning.

Special Educational Needs (SEN)

A student is not regarded to have SEND solely because their home language is different from the language in which they are taught at school. However, students who are EAL may still have SEND.

A proportion of students with EAL may have one or more types of SEND and it is imperative that this is identified as early as possible.

Assessments of SEND of students with EAL will involve EAL specialists along with SEND specialists. Where appropriate, the school will arrange an assessment in the student's first language.

SEND support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

The school will ensure that the parents or carers of a student identified with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

Monitoring progress

The monitoring of students' progress is shared between all teachers, both mainstream and EAL support.

Individual student profiles are updated in accordance with the schools SEND policy.

Student Premium

EAL students may also be considered Student Premium and entitled to further support in line with the school's Student Premium policy.

EAL Students Seeking Refuge

EAL students may include those who are considered refugee status or seeking asylum.

Newly arrived EAL students seeking asylum will be 'buddied' with a student of the same age and with home language links where possible.

Burton Borough school will continue to offer support for families following the local guidance of Telford & Wrekin's Multicultural Development Team.

Review

This policy is reviewed every two years by the teacher responsible for EAL students and the Head of Inclusion.