**The Khalsa Academy Wolverhampton – A Khalsa Academies Trust School**

English as an Additional Language Policy

**This policy is applicable to Khalsa Academy Wolverhampton**

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## Introduction

The Khalsa Academy Wolverhampton is a Sikh Ethos non selective school in Wolverhampton. The general intake is from the City, however, there are a number of students who have arrived into this country from abroad and have settled in the school. The Khalsa Academy Wolverhampton seeks to provide a happy, supportive, secure, motivated and challenging environment to enable all staff, pupils and students to succeed, both academically, socially and emotionally.

We strive to provide high standards of learning, teaching and pastoral care, to recognise each individual's abilities and encourage then to develop to their full potential. Everyone is valued highly and the Sikh Values are followed throughout school.

We are committed to the development of the whole person, providing a broad and balanced curriculum through the provision of the structured timetabled day, the extended curriculum, targeted intervention strategies, plus a wide variety of extra-curricular activities and educational visits. All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an Additional Language (EAL), this includes recognising and valuing their home language and background. As an academy, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole academy approach, including ethos, curriculum, and education against racism and promoting language awareness.

This policy aims to raise awareness of the academy's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an Additional Language (EAL) and so to raise pupil achievement.

## Defining EAL

An EAL student is a student whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils or students may be:

- Newly arrived from a foreign country and school;

- Newly arrived from a foreign country but an English speaking school;

- Born abroad, but moved to England at some point earlier in their childhood;

- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision across the various subjects. There is often a marked difference in the students' maths ability and their literacy in the target language.

## TKAW Context

The Khalsa Academy Wolverhampton is likely to have EAL beginner learners, especially some from Punjabi and Italian backgrounds and culture. Some pupils joining from abroad may have only been in the country for up to three years. These students go through an initial silent period as they get to grips with their new environment. It is these new arrivals that are the most vulnerable in terms of learning English. New Arrival students are well supported with many bilingual staff. The students with other languages benefit from a well-structured approach and specialist language intervention sessions each week. We have a small number of Italian and Romanian speaking students who require extra tuition for English which is currently provided by a specialist EAL teacher once a week, backed up by the Teaching Assistants and Assistant Principal for Inclusion.

The majority of bilingual pupils in TKAW, are fluent in English when they join, have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi fluent in another family language. Whilst it is important to be alert to the fact that EAL needs may 'surface' as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school. In such cases EAL provision is still relevant however, in terms of supporting and celebrating these pupils' abilities, as outlined

## Links to the Proficiency Scales:

For the purpose of planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

- Level 1/A: silent period / beginner learner

- Level 2/B: basic interpersonal communication skills (BICS)

- Level 3/C: socially competent and starting to communicate more efficiently in an academic setting

- Level 4/D: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

- Level 5/E: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

This assessment is linked to the Bell Foundation EAL Assessment Criteria and also the Government Proficiency scales.

## Exam Access Arrangements

In line with the JCQ, TKAW follows the criteria for Access Arrangements for all pupils and students who have arrived in the last 3 years and who may be sitting exams. Further guidance can be found on the JCQ website.

## Roles and responsibilities

- o The responsibility for the implementation of this policy and provision rests with the Assistant principal for Inclusion.
- o It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the pupil or student.
- o The welfare of pupils and students will be paramount.

## Related policies

This policy is part of a suite of policies which should also be referred to:

- • Child Protection and Safeguarding Policy
- • Child Protection and safeguarding
- • Whistleblowing policy
- • Prevent Policy
- • Complaints Policy
- • Equal Opportunities Policy
- • Health and Safety Policy
- • Special Needs Policy
- • TKAW Access Arrangements policy
- • Accessibility Policy

## Key principles of additional language acquisition

- • EAL pupils and students are entitled to the full Academy Curriculum programmes of learning and all their teachers have a responsibility for teaching English as well as other subject content.

- • Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

- • Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued.

- • Although many pupils and students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

- • Language develops best when used in purposeful contexts across the curriculum.

- The language demands of learning tasks need to be identified and included in planning.

- Teaching and support staff play a crucial role in modelling uses of language.

- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

A clear distinction should be made between EAL and Special Needs

## Educational needs assessments

- All EAL pupils are entitled to assessments as required.

- Additional specialist support may be required to visit the academy. They will assess and monitor pupils, give support and guidance to staff and direct support to prioritised pupils.

- Staff have regular coaching time to discuss pupil progress, needs and targets.

- Progress in the acquisition of English is regularly assessed and monitored.

- Assessment methods are checked for cultural bias and action is taken to remove any that are identified.

- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## Planning, monitoring and evaluation

- Targets for EAL pupils and students are appropriate, challenging and reviewed on a regular basis.

- Planning for EAL pupils and students incorporates both curriculum and EAL specific objectives.

- Staff regularly observe, assess and record information about pupils' and students developing use of language.

- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

## Teaching strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils and students to participate in lessons.

- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.

- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils and students have access to effective staff and peer models of spoken language.

- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture and facial expressions.

- Additional verbal support is provided, e.g repetition, modelling, peer support.

- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

- Where possible, learning progression moves from the concrete to the abstract.

- Discussion is provided before, during and after reading and writing activities.

- Scaffolding is provided for language and learning, eg talk frames, writing frames.

## Special educational needs

- Most EAL pupils needing additional support do not have SEND.

- Should SEND be identified, EAL pupils and students have equal access to the academy's SEND provision.

## Parental and community involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils, students and their families/carers.

- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.

- Identifying linguistic, cultural and religious background of pupils and students while establishing contact with wider community where possible.

- Celebrating and acknowledging the achievements of EAL pupils and students in the wider community.

- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.