



# English as an Additional language (EAL) Policy

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## **Introduction and Purpose**

The purpose of this policy is to outline the Gosport and Fareham Multi-Academy Trust's (GFM) approach to identification and meeting the needs of learners who are classified as having English as an Additional Language (EAL).

At the GFM we believe that all learners need to feel safe, valued and accepted in order to learn effectively. For our EAL learners, we place great emphasis on valuing their home language and culture in order to achieve this. We are aware that bilingualism is a strength and we encourage EAL learners to use their home language throughout their education. Each GFM school structure, pastoral care and overall ethos aim to help EAL learners fully integrate whilst valuing diversity.

This policy aims to raise awareness of each GFM school's role in supporting the planning, teaching and assessment of our EAL learners. This also includes the use of resources and strategies to meet the needs of learners who have EAL and so to raise student achievement. Each GFM school will identify individual learners' needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

## **Definition**

The government defines EAL as:

*'A student is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English.'*

*DfE Schools, students and their Characteristics July 2020*

EAL learners are not a homogenous group: their needs vary according to a range of factors. Therefore we provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.

EAL learners 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 the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

To help meet their needs, EAL learners will need varying levels of provision. All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary and secondary curriculum which is key to academic success.

## **Key Principles**

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- Our children with EAL are entitled to opportunities for educational success that are equal to those of our English speaking children.
- The multilingualism of our children enriches the GFM and our community.
- To become fully competent in the use of academic English is a long process, therefore children require long term support.
- Well planned mainstream lessons provide the best environment for acquisition of English by children with EAL.

### **Access and support**

- All teaching staff adapt teaching to respond to the strengths and needs of all students (as Teaching Standard 5) thus supporting language development and the learning of EAL learners by identifying and removing any barriers that stand in the way of success
- All learners will follow the full GFM school curriculum
- EAL students may be supported through a Learning Support Assistant in the Classroom.
- Where necessary, withdrawal support may take place.

### **Roles and responsibilities**

The EAL Lead is responsible for:

- Reviewing teacher assessment and monitoring of the progress of all EAL students
- Maintaining an up to date EAL register
- Ensuring that teachers and staff engage with information about the background and additional needs of every individual EAL learner
- Liaising with families of EAL learners and outside agencies where necessary

### **Identification of Need**

The GFM follows an action process which is centred around the learners needs, and at all relevant points the both the child and family will be involved in discussions and decision making, as far as possible.

- During the admission process of a learner into a GFM school, it is the responsibility of families/guardians to inform the GFM school of their child's home language and any languages spoken at home. Information about any previous support for English learning, or any anticipated learning needs before admission, or as soon as they are aware. This will be collected in a language survey sent to each EAL learner at admission. This may also be acquired through transition data from primary schools and former teachers.
- In September, or at the time of admission, all learners will be given a language survey to gather further information such as; their first language, spoken languages at home and how long they have been learning

English. This will help the EAL Lead decide whether further identification of needs, and any extra support is required.

- The EAL lead will be present at the initial admissions meeting wherever possible.
- After a settling in period, if further identification of needs are required, subject teachers and tutors will be asked to provide information to support whether the student needs more in class support. These students will be added to the EAL register
- The EAL register will be made available to all relevant members of staff and classroom teachers, accessible on the Google drive and Arbor.

We ensure that parents and carers who are not familiar with the English educational system understand the GFM Schools expectations of both students and parents, including behaviour, rewards and routines. To support families where language barriers may prevent understanding, extra steps are taken to ensure messages are communicated effectively also. This can include the use of EMTAS support such as the bilingual phone lines to help with translating important messages and information.

## **Assessment**

If a child has been identified as needing additional EAL support, the EAL lead with the class teacher and/or subject lead / Year office will ensure that:

**An observation** takes place, to secure further evidence (in support of the teacher's feedback) of the potential barriers this student may be facing. Following the observations, an EAL profile will be created and information of this will be shared with class teachers and relevant support staff.

**Student meeting:** The EAL Lead (or nominated person) will arrange to meet with the learner, as soon as possible to begin the initial assessment.

**Initial Assessment:** The EAL Lead will assess the students level of English according to the Bell Foundation's assessment framework. This will give the learner a letter grade (A-E) depending on how fluent their English is, based on their listening, speaking, reading and writing. This assessment will be used to formulate an EAL plan which will be accessible to all teachers and support staff.

**EAL action plan (if required):** Following the initial assessment, the EAL Lead will liaise with teachers to produce a learner's individual action plan with clear, specific targets for the learner and relevant staff. This plan will be reviewed termly.

## **Monitoring and Evaluation**

The monitoring of EAL learner's progress is shared between all teachers, support staff and the EAL lead. Termly assessments will be carried out to ensure that effective progress is occurring for all EAL learners.

As a result of these assessments, relevant interventions may be used and next steps will be given to each EAL learner.

## Teaching and Learning

In the GFM we ensure that all children are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and our children/learners with are encouraged to play a full part in all learning opportunities. To do this, teachers use strategies in the classroom to effectively support our EAL learners to access the curriculum. In addition to the expectations for Teaching Standard 5, teachers:

- Plan and deliver classroom activities that have clear learning objectives, and use appropriate materials and support to enable students to participate in lessons
- Focus on both language and subject content in lesson planning
- Ensure EAL students have access to effective staff and peer models of spoken language
- Use a buddy system to pair new arrivals with a good English speaking role model to help settle into GFM school
- Signpost to additional support eg posters, pictures, photographs, objects, demonstration, use of gesture
- Ensure any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class.

## Late arrivals

A late arrival is determined as a learner who enters education for the first time during Key Stage 4. The amount and nature of previous schooling will vary greatly from student to student. Therefore, a late arrival's prior education should be determined and planned for at the outset.

This could include:

- A reduced timetable based on prior knowledge
- Withdrawal/intervention sessions which offer support for core GCSE subjects
- The opportunity to take a GCSE in their heritage language
- Consideration for Examination Access Arrangements in certain GCSE papers
- Bilingual support with Careers guidance for post-16 pathways.

## Parents, carers and wider community

The GFM believes that involvement of all parties enables learners with EAL to achieve their potential, and parents and carers are considered to be key partners in the process with a valuable contribution to make. The GFM works together with parents and carers in the best interests of our children with EAL and we endeavour to establish and maintain good relationships with parents of EAL students. This includes the use of interpreters where necessary, and the translation of key documents which are sent home as well as targeted EAL parent events.

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We also work closely with an external agency, Hampshire EMTAS (Ethnic Minority and Traveller Achievement Service), accessing training and support for children and families when necessary.

### **Policies and procedures in the GFM**

GFM Policies are shared with all GFM staff at induction and at least annually through reminders at staff meetings and through staff communications. Policies are available to staff through GFM Schools school websites, and the GFM staff handbook. It is an expectation of line managers in the GFM to stay up to date with policy and procedure. Professional learning and development opportunities around policy and procedure are provided for all staff on request and/or directed.