



English as an Additional Language Policy & New Arrivals Policy

Committee Responsible:	Curriculum and Achievement
Reviewed by:	Debbie Ferrer
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BENTLEY WOOD HIGH SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

AIM

To ensure the inclusion and achievement of all students with EAL by developing their ability to:

- Use English confidently and competently;
- Use English as a means of learning across the curriculum;
- Make use of their knowledge of other languages where appropriate.

PHILOSOPHY

Bentley Wood is committed to making appropriate provision for pupils whom English is an additional language and to raising the achievement of minority ethnic groups who may be at risk of underachievement. The school will identify pupils' needs; recognise the skills they bring to school and ensure access to the curriculum. Where possible and appropriate, the school will provide opportunities for EAL pupils to take a GCSE examination in the home/first language.

The policy should be read in conjunction with the Equality Information and Objectives Policy.

THE CONTEXT OF THE SCHOOL

Bentley Wood is a multi-cultural, multi ethnic school which recognises and values the linguistic diversity and experience of all students. 46 languages are spoken at Bentley Wood. 505 students have a home language in addition to English.

KEY PRINCIPLES FOR ADDITIONAL LANGUAGE ACQUISITION

- Language develops best when used in purposeful contexts across the curriculum;
- Effective use of language is crucial to the teaching and learning of every subject;
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension;
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored;
- Teachers have a crucial role in modelling uses of language;
- Research shows that it takes 1-2 years for bi-lingual learners to develop fluency in social conversational English but much longer to acquire fluency in subject/curriculum related English;
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning;
- All pupils have entitlement to the National Curriculum;
- A distinction is made between EAL and Special Educational Needs;
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills;
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL;
- All languages, dialects, accents and cultures are equally valued.

THE ROLE OF THE ASSISTANT HEADTEACHER (INCLUSION AND INNOVATION)

- To line manage the EAL teacher and EAL Innovative Leader.

THE ROLE OF THE EAL LEADER

- Advising teachers on strategies to ensure access to the national curriculum;
- Sharing good practice with other departments;
- Contributing to CPD to ensure that provision for EAL pupils is appropriately delivered;
- Liaising with staff to discuss pupil progress, needs and targets;
- Managing the EAL TAs and their deployment;
- Overseeing provision for EAL students;
- Involvement in the admission and support of new arrival pupils and their families/carers;
- Developing and managing the Induction Programme for those students new to English;
- Monitoring the progress of EAL pupils and providing interventions as necessary;
- Liaison with parents/carers of students with EAL;
- Overseeing EAL groups;
- Liaising with staff to discuss pupil progress, needs and targets;
- To line manage the EAL TAs.

IDENTIFICATION OF NEEDS

The AHT uses a variety of sources to gather information about students with EAL. This information is disseminated to teaching staff to inform planning to meet the student's needs:

- Interviews are held with newly arrived students and their parents/guardians to ascertain previous educational experience, linguistic background competence in other languages and family and biographical background;
- Information is requested from previous schools. Standardised reading and spelling tests, end of key stage assessments, CATS, information from teacher assessment and observation is analysed;
- The EAL Lead collates initial assessments to establish their stage of English Language development and their Maths level;
- Home language assessments may be carried out where necessary.

PROVISION

Teaching staff use a range of strategies to ensure curriculum access including

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support-repetition, alternative phrasing, peer support;
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc;
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists;
- Writing frames, directed activities related to texts (DARTs);
- Opportunities for role play;
- Pupils receive regular feedback from staff;
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;

- Discussion is provided before and during reading and writing activities, using preferred language where appropriate;
- Where possible, learning progression moves from concrete to abstract;
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

For some students, additional input is required:

- Students new to English follow an Induction Programme which may be in a small group or 1:1. A range of resources is used to support pupils' linguistic development e.g. structured talk, games, visual materials, key word lists, bilingual dictionaries, taped materials, computer software. This is co-ordinated by the HOI and delivered by TAs;
- In class support/partnership teaching is provided for students on the EMA register according to need;
- Pupils may join an EAL or literacy group in place of a second Modern Foreign Language;
- Special arrangements may be made for exams/tests as appropriate, including the use of bilingual dictionaries or differentiated papers;
- Alternative pathways may be offered at Years 10 and 11 if appropriate.

SPECIAL EDUCATIONAL NEEDS AND MOST ABLE STUDENTS

Bentley Wood recognises that most EAL pupils needing additional support do not have SEN needs. However, should SEN be identified during assessment, EAL students will have equal access to school SEND provision. Similarly, the school recognises that there may be EAL pupils who are MOST ABLE even though they may not be fully fluent in English.

BENTLEY WOOD HIGH SCHOOL POLICY FOR INDUCTION AND ASSESSMENT OF NEWLY ARRIVED STUDENTS

At Bentley Wood High School we will:

- Take account of the cultural, linguistic and academic needs of newly arrived students and recognise the positive contribution newly arrived students can make to our school.
- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals.
- Positively reflect the new arrivals' language and culture throughout the school environment.
- Build partnerships with parents as an essential element of working with newly arrived young people.

1. Preparing for the new arrival

New arrivals to Bentley Wood High School will be inducted according to flow chart below.
NB Specific actions to support newly-arrived EAL students and their families are in italics

New arrivals induction flow chart



- Student could start school on same day as parent interview providing staff have been given all necessary information arising out of parent interview.
- New Arrivals with no previous schooling or interrupted schooling, who are new to English, should not start on the same day as the initial interview. Their first day should be agreed with the Assistant Headteacher for Inclusion and Innovation

Teacher's checklist for induction of new arrivals - see guidance notes

Before and after admission to Bentley Wood High School we will complete the teachers' checklist in order to ensure every student has as positive a start as possible.

2. Settling the student into school

NB Specific actions to support newly-arrived EAL students and their families are in italics

Once the student has been admitted to school and the teacher's checklist for induction has been completed the following actions will be undertaken:

- Student to be grouped with supportive students who can provide good language role models, not in SEN groups;
- During the ongoing assessment period the new student should have full access to the curriculum and formative evidence should primarily be obtained from student's responses to class work. Assessment for learning/APP principles should be applied and next steps for student's learning clearly identified;
- Clear timetable and staff responsibilities to be established for any intervention activities e.g. Induction Course which is highlighted in the New Arrivals IFS form and on the passport;
- *Teachers will consult and use strategies suggested in guidance notes "Advice for teachers working with EAL pupils" and by liaising with the Assistant Headteacher for Inclusion and Innovation;*

3. Gathering evidence for summative assessment

NB Specific actions to support newly-arrived EAL students and their families are in italics

- An initial assessment of pupil levels is carried out in mathematics as well as literacy if at all possible. The REAL Assessment materials are used by the Assistant Headteacher for Inclusion and Innovation and APP descriptors to support initial target setting. Targets will be disseminated using the IFS form and the passport;
- *The assessment process should wherever possible include gathering of evidence of first language oracy and literacy skills e.g. students completing age appropriate writing task in first language; use of bilingual staff to assess oracy skills.*

Appendix A - Induction and assessment of new arrivals – guidance notes

Section 1 – Teachers’ checklist for induction of newly-arrived pupils

Name of pupil: _____ Date of admission: _____

		Tick/date
1	Equipment (books, peg, displays etc.) is prepared as are learning groups to ensure welcome, support and inclusion in learning activities	
2	Discuss the new child’s arrival with the class beforehand and practice pronouncing his/her name correctly	
2	<i>Class learns to say ‘welcome’ and ‘hello’ in the appropriate language</i>	
3	<i>Display written examples of the pupil’s first language around the school</i>	
4	Display a map of the country of origin, photos and basic information in the classroom	
5	Delegate and brief using buddy guide two buddies to look after the new pupil for the first few days. <i>if possible at least one buddy with shared first language</i>	
6	Provide a visual/ annotated timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit	
7	Provide an age appropriate dictionary e.g. picture dictionary, <i>phrase book, bilingual dictionary</i>	
8	<i>If there is another pupil in the school who speaks the same first language, enlist their help as appropriate</i>	
9	Ensure school newsletters, trip information etc. are explained to parents, <i>and/or translated (do not assume parents can read English). Remember to include backdated letters that you sent out before the pupil arrived.</i>	
10	Agree system of communication with the family (home-school liaison book, regular meetings after school etc.) as per whole school systems.	
11	New arrival given IT login.	
12.	Check for new arrivals well-being after lunch/play times.	

Appendix A - Induction and assessment of new arrivals – guidance notes

Section 2 – Settling the new pupil into school – advice to teachers working with EAL pupils

Working with EAL children

To support the inclusion of children with EAL the following guidance provides supportive strategies to enable EAL children to access their classroom and the curriculum effectively. Class teachers and teaching assistants should try to include as many of these strategies as are appropriate.

	Do already	Will try
Ensure that the child feels their culture and background are recognised and valued (learn a few words/phrases; make bilingual labels/displays; share stories and pictures that reflect their background).		
Provide visual support whenever possible (pictures, photos, diagrams, graphic organisers, demonstrations, mime, gestures)		
Speak slowly and simply but naturally. Avoid or explain figurative language.		
Identify and model language demands of lessons (e.g. science lesson needs mostly past tense but predictions need future tense; instructions need imperatives)		
Model appropriate language and structures for pupil – provide talk frames, and writing frames for literate pupils		
Respond positively to pupil's speech, but try to extend their responses; e.g. <i>I go park</i> → <i>I went to the park</i>		
Group the pupil with mixed or higher ability pupils who can provide good language models (not SEN groups).		
Provide plenty of opportunities for pair and group work, especially collaborative tasks (supportive, non-threatening, practice for new language skills)		
Preview/pre teach lessons – provide key texts in advance to parents (if they can help) or to a T.A. to discuss with pupil		
Allow opportunities to revisit and talk about stories and lessons. Build these opportunities into teaching assistant time in class		
Provide a few key words/phrases for each subject or lesson. Support pupil to build up a personal dictionary with pictures and translations in first language (L1)		
Allow time for pupils to prepare responses with a partner. Oral rehearsal should always precede written work. First language talk partners should be encouraged but used flexibly- do not allow new pupil to become over dependant on first language friend		
Pupils literate in L1 can draft ideas or complete a written task in L1. Encourage use of bilingual dictionary		
Literacy skills will transfer but the pupil may need a reading and spelling programme and guidance as to how phonics differ between first language and English		
When marking, focus on content and highlight only 1 or 2 grammatical points. Teach to the gaps identified – do not let early mistakes become bad habits		
Try to segment lessons into listening/speaking/reading/writing activities to maintain concentration and demonstrate language use in a variety of contexts		
For relatively new to English construct matching, grouping & sequencing tasks		

Name: _____ DOB: _____ Year Group:

Interview date: _____

Are you the parent/carer of the above named child?

If not, are you a friend or family member? (take their contact details)

Does the parent/carer speak English?

What is the home/first language?

Which country do you originally come from?

What languages can the parent/carer read/write/speak?

Could a family member or friend attend the admission interview and translate for the family?

The school may be able to find a member of staff or student who could help translate. Would that be helpful?