



# English as an Additional Language Policy & New Arrivals Policy

Part of the Quality of Education Suite of Policies

<b>Committee Responsible:</b>	Curriculum and Achievement
<b>Reviewed by:</b>	Aldona Nye
<b>Review Date:</b>	20 <sup>th</sup> May 2024
<b>Approved by Committee:</b>	11 <sup>th</sup> June 2024
<b>Next Review Date</b>	May 2025

# **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 use bilingual dictionaries to support with GCSE examinations.

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. 904 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 (on average being 5-7 years);
- 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 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;
- Line- managing the EAL TAs and their deployment;
- Overseeing and delivering 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 and supporting the work of Bentley Wood Parent Ambassadors;
- Overseeing EAL groups;

## **IDENTIFICATION OF NEEDS**

The Leader of EAL alongside the Head of Year 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 Head of EAL and delivered by TAs and/or Head of EAL;
- In class support is provided for students according to need; this may include use of a dictionary and/or device or TA support
- Pupils may join an EAL or literacy group in place of a second Modern Foreign Language or another option if applicable (depending on student circumstances);
- Pupils may be placed on our daily Phonics Program to accelerate reading;
- Special arrangements may be made for exams/tests as appropriate, including the use of bilingual dictionaries and extra time if eligible;
- Alternative pathways may be offered at Years 10 and 11 if appropriate.

(See Appendix 5 for the full breakdown of intervention tiers)

**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. Teacher's checklist for induction of new arrivals, tips and student profiles – See Appendix 3.**

Before and after admission to Bentley Wood High School, staff receive an EAL profile for the new arrival (Appendix 2) will refer to the teachers' checklist (Appendix 3) in order to ensure every student has as positive a start as possible. Staff have access to EAL tips, training and advice throughout year.

### **2. Settling the student into school**

- Student to be grouped with supportive students who can provide good language role models, not in SEN groups;
- A Buddy system will be utilised to help student settles in. Where possible, this will initially be a 'same-language buddy' (Appendix 4- buddy booklet).
- 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 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 (See Appendix 5 for the full breakdown of intervention tiers)
- *Teachers will consult and use strategies suggested "Advice for teachers working with EAL pupils", EAL Tips and training and by liaising with the Head of EAL*

*For the full breakdown of how we prepare for new arrivals see Appendix 1.*

### **3. Gathering evidence for summative assessment**

- An initial assessment of pupil baseline knowledge and skills is carried out in literacy as well as numeracy. Students will be reassessed once a term to determine progress by Head of EAL and/or EAL Teaching Assistant. Assessment is carried out using the EAL STAR software which assesses reading, writing, speaking and listening skills. Students will be set specific targets which will be reviewed in each reassessment cycle as well as during informal check-ins.
- Staff will have access to individual EAL grades to assist with planning for each skill via the Inclusion handbook:
  - A- New to English,
  - B- Early Acquisition,
  - C- Developing Competence,
  - D- Competent,
  - E- Fluent.

- 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 1 Preparing for the new arrival**

New arrivals to Bentley Wood High School will be inducted according to the stages below.

\* HOY: Head of Year

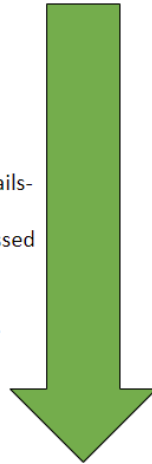
## Stage 1 Prepare – Prior to admission

### HOY

1. HOY meets family with EAL Lead and interpreter present.
2. Family is shown link books, uniform, PE Kit (uniform is ordered if necessary), contact details- including the details of the relevant parent ambassador. Transport to school is also discussed including how to apply for an Oyster Card.
3. Timetable options are discussed and made.

### EAL Lead

1. During initial meeting with family, EAL Lead compiles an EAL Student Profile. (R1)
2. *EAL Lead carries out a Mother Tongue Assessment* during initial meeting (R2)
3. English proficiency is assessed verbally if applicable.
4. Student is given an EAL welcome pack with key phrases. (R3)



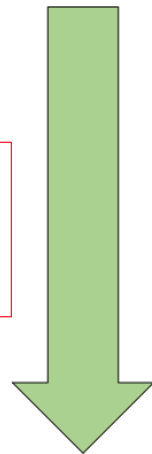
## Stage 2- Alert- Before the pupil starts

### HOY

1. HOY ensures a Timetable is put together ASAP. Timetable shared with EAL Lead.
2. A willing buddy is chosen and briefed before student's arrival. Form tutor aware of this arrangement. The buddy receives a buddy booklet. Buddy booklet checked by form tutor for 1 week and any questions answered or passed on (R4)
3. HOY ensures that essential arrangements such as PE Kit and FSM are accounted for.

### EAL Lead

1. EAL Student profile shared with relevant staff including support strategies. (R1)
2. Language intervention is planned including TA support in lessons.



**Continue to next page for Stage 3 and stage 4.**

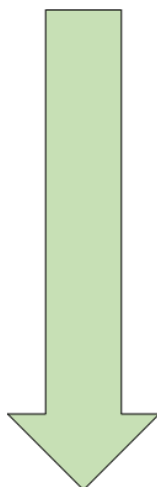
## Stage 3 – Welcome- The first days

### HOY

1. HOY greets new arrivals and takes them to class. Student is introduced to their buddy(ies).
2. Check-in with the student at the end of the first day.

### EAL Lead

1. Initial settling in observations. One in a formal setting and one in an informal setting.
2. Ensure TA support in lesson is implemented right away.

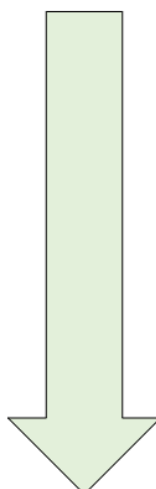


## Stage 4 – Support- First few weeks

### HOY

### EAL Lead

1. Formal EAL assessment within the first two weeks (R5)
2. Induction programme planned and started. EAL targets set weekly (if applicable).
3. Further observations- At least one per week for first 3 weeks.
4. EAL Lead monitors progress.
5. EAL Lead and parent ambassadors keep in touch with parents.





## APPENDIX 2: EAL Student Profile Exemplar

<b>Form:</b> [REDACTED]													
<b>Arrival to the UK:</b> [REDACTED]													
<b>From:</b> [REDACTED]													
<b>Speaks:</b> Pashto <b>Reads:</b> Pashto													
<b>EAL PROFICIENCIES</b>													
Reading: C Listening: D Writing: D Speaking: D													
<b>Support Strategies &amp; Things you should know:</b>													
Ensure all texts are read out loud. Check understanding of text. Simplify extended texts (Chat GPT can help with this) if part of homework or if used as an individual task. Slow down your speech and check for understanding frequently. Sit at the front of the classroom.													
<b>Translator Required for contact with home: Y</b>													
Possible staff translator: [REDACTED]													
<b>Current EAL support in place:</b>													
<table><tr><td><input type="checkbox"/> EAL TA support in lessons</td><td><input checked="" type="checkbox"/> Access Arrangement: Dictionary</td></tr><tr><td><input type="checkbox"/> Alternative Curriculum</td><td><input type="checkbox"/> Access Arrangement: Dictionary +25%</td></tr><tr><td><input type="checkbox"/> EAL Induction Programme</td><td><input type="checkbox"/> Device for in-class use</td></tr><tr><td><input type="checkbox"/> EAL Take-Away Workbook</td><td><input checked="" type="checkbox"/> Phonics Programme</td></tr><tr><td><input type="checkbox"/> Mentoring</td><td><input type="checkbox"/> After-school support</td></tr><tr><td><input type="checkbox"/> Comprehension Intervention</td><td></td></tr></table>		<input type="checkbox"/> EAL TA support in lessons	<input checked="" type="checkbox"/> Access Arrangement: Dictionary	<input type="checkbox"/> Alternative Curriculum	<input type="checkbox"/> Access Arrangement: Dictionary +25%	<input type="checkbox"/> EAL Induction Programme	<input type="checkbox"/> Device for in-class use	<input type="checkbox"/> EAL Take-Away Workbook	<input checked="" type="checkbox"/> Phonics Programme	<input type="checkbox"/> Mentoring	<input type="checkbox"/> After-school support	<input type="checkbox"/> Comprehension Intervention	
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## Appendix 3: Teacher's Checklist

# Quality First Teaching Checklist to Support Pupils Learning EAL

Checklist Area	Comments	Action Points
Established routines are in place.		
Lesson structure is clear with learning objectives/success criteria communicated verbally and visually.		
Instructions are clear, graded and supported by visual and/or non-verbal cues.		
Clear modelling and explanations given throughout the lesson with WAGOLs and worked examples.		
Supporting resources are available for pupils to access independently.		
Useful prompts and resources are displayed around the room for pupils to make use of, e.g. working walls.		
Learning activities involve opportunities for talk, e.g. in pairs or groups.		
Additional adults are well-deployed throughout the lesson to ensure appropriate support and to maximise learning.		
Lesson plan shows a range of differentiation, using a variety of means.		
Understanding is regularly checked and instructions reinforced.		
Feedback is constructive and instant and ways to improve are modelled and shared for future learning.		
Expectations following the school's behaviour policy are displayed and reinforced visually and verbally.		
Language used is positive and reinforces appropriate expectations for behaviour and learning.		
Praise and reward are regular and specific. Names are used to individualise praise.		
The classroom climate is safe and pupils embrace mistakes.		
The learning environment values and celebrates diversity, e.g. a variety of languages are displayed, dual-language or multilingual resources are available.		



### **Buddy Booklet**

Name: .....

Class: .....

Date started: .....

Date ended: .....

### **Buddy Responsibilities**

Over the next TWO weeks, please make sure that you carry out all of your responsibilities. These are listed below:

- ☐ Welcome the new student on their first day.
- ☐ Introduce the new student to the teachers in each lesson.
- ☐ If you are not going to be in the same lesson, introduce the student to somebody who can take them and introduce them to their new teacher.
- ☐ Show the new student the locations for toilets, library and Woody's at break and lunch.
- ☐ Stick around at break and lunch times.
- ☐ Explain about homework, when it is set and when it is due in (on Teams)
- ☐ Show the new student the list of clubs to see if she would like to attend any.
- ☐ If you attend a club yourself, ask your new classmate if they would like to attend with you!
- ☐ Show the new student how we use our link books!

**TICK THE ONES YOU HAVE COMPLETED**

### **QUESTIONS**

Write down any questions that your new classmate had but you could not answer yourself!

- 
- 
- 
- 
- 
- 

Hand in these questions to your tutor to address them.

Thank you for being a buddy!

Your tutor will reward you CARE points for your hard work.

## Appendix 5: Tiers of Support

# EAL Tiers of Support

