



Hylands School

## EAL Policy

*This statement details our vision to identify and meet the needs of those students at Hylands classed as 'English as an Additional Language' (commonly referred to as 'EAL'). That is, students who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.*

### 1. Aims

Hylands School is committed to meeting the needs of students with English as an Additional Language.

Whilst being clear that EAL is not SEN ('special need') or a 'learning difficulty', the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore we will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students – particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

### 2. Terminology

- **EAL** is an umbrella term that refers to any student learning and using English as an additional or second language.
- There are also a number of terms that can be useful when describing the background of EAL students:
  - 'first generation' – meaning they were born in another country and have since resettled in the UK with their family.
  - 'second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
  - 'migrant worker' – those who have moved for economic betterment.
  - 'asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

### 3. Context

As of November 2016 70 of students at Hylands School are identified as 'EAL' and speak a language other than English as their 'first' or 'common' language.

A variety of first languages, other than English, are spoken by students in our School. Italian and Romanian and Spanish are some of the most common languages spoken. There are 27 different languages spoken. Their educational background is varied in terms of length, focus and style of teaching & learning.



Although the School population does not tend to reflect the ethnic demographics of the local area, it does have a small number of British Asian 'second or third generation' students who speak Urdu, Punjabi or another Indian Subcontinent language at home. These students are children of migrant worker families primarily from Bangladesh and Pakistan who settled in the UK during the 1950s to 1970s. Their educational history is typically in line with other students born in the UK.

#### **4. Key Principles**

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society.

- EAL students will take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEN or 'special educational needs', and should not be labelled / treat in this way.
- EAL students are not automatically 'lower ability' – and should not be labelled / treat in this way.
- EAL students will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of EAL students

#### **5. Roles and Responsibilities**

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. Currently the Senco oversees development and day-to-day coordination of EAL provision alongside the HLTA who specialises in EAL.

Responsibilities of the Senco and HLTA include:

- Identifying incoming EAL students, with support of the Pastoral Team.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Responding to requests for information about EAL students.
- Ensuring that E.A.L. students are integrated into mainstream classes and have full access to the curriculum.
- Maintaining a register of EAL students.

#### **6. Approach to Teaching & Learning**

- Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development - as well as teaching our subject.
- Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have coach students in how to learn - as well as teaching our subject.
- Every teacher will encounter students who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject.

#### **7. Placement**



We recognise that EAL students, who may be new to English and to the UK, need support and stability as they start school. We therefore aim to make an early informed decision about timetable content & setting before a student starts at school, and will maintain it unless we discover the student is seriously misplaced.

Without exception, we recognise that EAL students:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with fluent English speakers who will provide them with good models of language.
- Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.
- Are not automatically placed with Learning Support / SEN students for reasons of LSA support or smaller groups.
- Are not placed in teaching groups based on one standalone test / assessment.

INA students will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues.

## **8. Admissions, Identification and Tracking**

- The School recognises that background information on EAL students can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building up of 'learner profiles' on EAL students' linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.
- Incoming Y7 EAL students will be identified through the information provided on entry by primary schools and parents – collected by Y7 pastoral administration. Students may also be identified by feedback from subject teachers following transition. Details will be recorded on the SIMS system and on the Learning Support secure shared area.
- All EAL students will be graded with reference to the NASSEA assessment system and the English National Curriculum – a three step process is followed:
  - EAL students will be monitored as part of the Achievement Group Meetings whole-school monitoring system, with the EAL Co-ordinator and pastoral staff providing additional monitoring where necessary. Where a student's achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place by the Senco/HLTA with support from the student's subject teachers.
- Information related to students EAL needs is passed on to subject teachers by the EAL co-ordinator.

## **9. Special Educational Needs and Gifted and Talented Students**

The School recognises that most EAL students needing support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment; EAL students will have equal access to appropriate provision in line with the *Learning Support & SEN Policy*.

Similarly, the School recognises that there may be EAL students who are Gifted and Talented even though they may not be fully fluent in English.



## **10. Resources**

A range of resources are required to support students' English language skills including bilingual dictionaries (where students are literate in first language), key word lists, visual cues and a range of language & literacy interventions. This is currently an area for development for which the Learning Support Team and curriculum areas have joint responsibility for addressing.

## **11. CPD**

The School will ensure that all staff are provided with ideally twice-yearly access to CPD sessions focused on supporting EAL across the curriculum. These will be coordinated and delivered primarily by the SEN department.

The School will ensure those staff carrying out specific EAL roles access appropriate CPD programmes to develop their knowledge and skills. Training needs will be identified through Performance Management and Liaison Meetings.

## **12. Review and Evaluation of Policy**

School data will include relevant information on ethnic minority/EAL students and this will enable the School to monitor targets.

This evaluation process will serve as the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed annually

### **Links to other policies:**

Learning Support & SEN Policy  
Teaching & Learning Policy  
Equality Policy  
Admissions Policy  
English Policy