READING BLUE COAT

English as an Additional Language (EAL) Policy

Aims

The aim of this policy is to ensure that we meet the full range of needs of those EAL students for whom English is an additional language. This is in line with the requirements of the Race Relations Act 1976.

Identification

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

EAL 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 and/or a second language is spoken.

Assessment

Our identification procedures/information sources used to identify EAL students may include:

- Information from External Relations;
- Information from the application form;
- Analysis of entrance papers;
- Baseline assessment on entry in reading comprehension and speed, single word reading, free writing and speaking (assessed through discussion during assessment and notes from interview);
- Information from the previous school and parents;
- Teachers' comments and observations;
- MidYIS, non-verbal reasoning tests, etc. It can give an insight into the developed ability for students for whom English is a second language.

EAL needs can become apparent as non-EAL students proceed and progress through the curriculum. It may also be the case no language support needs are required during the time at the School, but EAL students may still be supported in school life generally and their skills celebrated.

Communicating EAL needs with colleagues
For the purpose of planning appropriate provision and communicating with colleagues, EAL students' level of competence in English can be categorised as described below:

- Level A: New to English: Needs a **considerable** amount of EAL support
- Level B: Early Acquisition: Still needs a **significant** amount of EAL support to access curriculum.
- Level C: Developing competence: Requires **ongoing** EAL support to access curriculum fully.
- Level D: Competent: Needs **some/occasional** EAL support to access complex curriculum material and tasks
- Level E: Fluent: Operates **without EAL support** across the curriculum.

EAL students may need varying levels of provision. The School aims to provide support for equitable access to the curriculum for EAL students joining the School through a selective examination process who typically fall into Level D category and above.

Where there is a level of additional need for English (C or below) as an additional language the student will:

- be entered on the Student Development Department's register of Additional Needs as having an EAL need, not SEND.
- considered for any appropriate examination access arrangement where relevant
- be noted on ISAMS for all colleagues to note background information including the level of intervention or provision in place.
- be monitored via the Interventions list in Student Development Department.

English Language Support in the Classroom

English language support is best provided within the classroom wherever possible, as time out of subject lessons may cause students to fall behind in the curriculum. More importantly, the curriculum offers an ideal platform for language-learning, as it offers students the chance to practice all four language skills with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge.

We provide a supportive classroom environment which enriches the language content of the lesson, whatever the subject discipline.

Language enrichment has been shown to benefit EAL students, and all teachers should take on the role of teachers of English language in the context of their subject for example, subject specific vocabulary lists.

Additional specific provision:

- EAL support is co-ordinated by the SENCo and delivered by a member of the Student Development Department who is a specialist English teacher. If further support is required, the school will source a specialist peripatetic EAL teacher or guide parents in securing support outside of school.
- External examinations in a student's first language will be organised through liaison between the Exams Officer and the parents
- Access arrangements if necessary.

- Additional specific provision is co-ordinated by the SENCo in liaison with the Head of Year. The school's academic tracking system and the pastoral teams within each Section of the School, monitor performance and progress, e.g. EAL students' attainment in formal school assessments/external tests, participation in class and groups and general integration into school life.

Additional evaluation tools include:

- Students' levels of attainment in EAL assessment over time/progress demonstrated by work scrutiny and EAL teacher observation, testing and feedback to SENCo.
- Progress and outcomes of target setting at subject level, over time;
- Students' academic and tutor reports including Parents' Evenings.
- Self-assessment.

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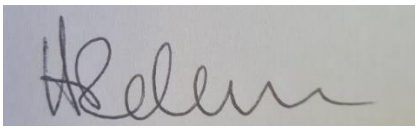
Agreed by:	 Helen Roberts (Chair of the Education Committee) *on behalf of the Full Governing Board*
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