



EAL Policy

March 2021

The Compass Academy

THE COMPASS ACADEMY ALTERNATIVE PROVISION

YOUR JOURNEY TO SUCCESS STARTS HERE

OUR VISION

Together we will create powerful and collective experiences of compassion, courage, achievement & meaning

AIMS

To help pupils see their worth and feel that they belong

To develop the skills of empathy, resilience and respect

To promote lifelong learning experiences through the broad & balanced curriculum

Ultimately, supporting & encouraging our pupils to chart their own course through life as successful citizens.

VALUES

We believe each and every member of our Compass family has the right to be successful, feel valued, loved & cared for.

The term EAL is used when referring to pupils where the mother language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standards.

Upon entry to The Compass Academy, an admissions meeting will take place with the person responsible for Admissions, at this time it will be identified if the student is an EAL pupil.

The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an Additional Language (EAL). This is in line with the requirements of the Race Relations Act 1976. Aspire Academy also follows the statutory obligation under the Equality Act (2010) to promote equality of opportunity for pupils whatever their race, religion or belief as well as other protected characteristics.

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 and as such The Compass Academy aim to implement a range of inclusion strategies, stated below.

Aims of The Compass Academy EAL Policy:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to The Compass.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

Key Terminology:

EAL is an umbrella term that refers to any student learning and using English as an additional or second language.

Within this, there is a more vulnerable group of students we term as 'International New Arrivals', abbreviated as INA. This refers specifically to students who have entered the UK within the past two years. 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 'dualheritage' 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.

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 designated 'EAL Co-ordinator' is the SENCo, Mrs Claire Horne, who oversees development and day-to-day coordination of EAL provision.

Responsibilities of the designated 'EAL Coordinator' include:

- Identifying incoming EAL students, with support of the Attendance and Commissions Manager.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Responding to requests for information about EAL students.
- Ensuring that EAL students are integrated into classes and have full access to the curriculum.
- Draw on the expertise of other staff as and when appropriate.

Access and support will be provided to EAL pupils in the following way:

All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning. Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.

Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in school, withdrawal support will take place for a set period of time to address specific language or learning focus. Classrooms are to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult as well as identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another.

Furthermore recognise that pupils with EAL will need more time to process and answer both orally and in written format and as such extra time and support in exams will be awarded if deemed necessary.

The Compass Academy will endeavour to ensure that subject teachers:

- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons.
- Use speaking and listening strategies to develop subject learning.
- Plan for teaching and learning of subject-specific vocabulary.
- Develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Model writing for key text types within their subject.
- As and when appropriate, the SENCo will be responsible for providing CPD to staff.

Transition Strategies

STEP 1: Admissions

All students to follow the Academy admissions procedure

STEP 2: Assessment

Initial assessments used are; Access Reading Test, Spelling Tests, writing level and speed tests. If necessary, an online translator can be used

Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stage of the English acquisition

Highlight any immediate need which should be prioritised when delivering intervention

All assessment information shared with relevant staff members

Completion of the Access Reading test repeated after one term at the Academy

STEP 3: Integration

Where possible, new EAL arrivals should be paired with a student who speaks the same native language

Where possible, EAL students should be paired with students with good communication skills and grasp of English to enhance their language acquisition. In some cases, the nurture groups may provide the supportive environment some EAL students require

Class set placement reviewed after their first half term and changes applied if needed. However, this can be reviewed sooner if necessary.

STEP 4: Adjustment Period

All EAL students will have a two-week settling in period to adapt to their new environment

Our EAL Coordinator will monitor new starters especially during their adjustment period.

TA/s will highlight any potential language barrier to learning to EAL Coordinators attention.

Students who demonstrate significant language barriers can start intensive English intervention immediately.

STEP 5: EAL Intervention

EAL Coordinator/SENCo is available for academic and pastoral support
Extra-Curricular sessions; to develop English Language, cultural awareness and community cohesion

STEP 6: Monitoring

All EAL students in the Academy have access to on-going mentor support through our mentoring system

Student's English language ability, academic development and social interaction with peers/ staff will be monitored continuously by the EAL Coordinator/SENCo.

Monitoring will be used to assess the student's requirements for additional intervention.