# Upton-by-Chester High School

## EAL Policy

| Policy Link | |
|---|---|
| SLT | Mr L Cummins |
| Governor | |
| Statutory | No |

| To | Date |
|---|---|
| Committee | Pastoral |
| Full Governing Body | January 2025 |
| Next Review | January 2027 |
| **Make available on:** | **Yes/ No** |
| School website | Yes |
| Staff shared area | Yes |

*'Learning to shape the future'*

**Purpose and Scope**

The purpose of this policy is to outline Upton-by-Chester High School's approach to identification and meeting the needs of learners who are classified as having English as an Additional Language (EAL).

We have adopted the following definition of EAL for the purposes of this policy and the provision in the school

'An EAL learner is a learner whose first language is not English. This includes learners who are fully bilingual and all those at different stages of learning English.'

EAL learners 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 the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

EAL learners will need varying levels of provision. This provision will be planned by the EAL coordinator and overseen by the SENDCO.

**Introduction**

This policy sets out Upton-by-Chester High School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL learners, and helping them to achieve the highest possible standards.

<u>Aims</u>

• To give all learners the opportunity to overcome any barrier to learning.

• To welcome and value the cultural, linguistic and educational experiences that learners with EAL bring to the School, whenever possible.

• To implement appropriate strategies to ensure that EAL learners are supported in accessing the full curriculum.

• To help EAL learners to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.

• To encourage EAL learners to practise and extend their use of English.

• To encourage and enable parent/ carer support in improving their child's language skills.

<u>Objectives</u>

• To maintain learners' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

• To be able to assess the skills and needs of learners with EAL and to implement appropriate provision throughout the school.

• To equip teachers with the knowledge, skills and resources to be able to support and monitor learners with EAL.

• To monitor learners' progress each term in department in order to make decisions about classroom management and curriculum planning.

**Supporting Academic and Social Progress**

Upton-by-Chester High School seeks to ensure that all learners are able to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL learners should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where learners are educated with their peers.

The school's Maximising Success Model ensures that all learners receive appropriately adapted learning in order to ensure that their knowledge, skills and understanding are developed. This model works well with all our learners including those where English is an Additional Language.

The school structure, pastoral care and values of Ambition, Diligence, Resilience, Community and Inclusion aim to help EAL learners integrate into the school whilst valuing diversity. Young people that enter the school with little or no English will be given the opportunity to complete assessments and school work in their home language, a program of support for a transition of languages will be implemented when children are secure in their new setting.

• Classrooms are to be arranged to be socially and culturally inclusive;

• Teachers recognise the learner's mother tongue, identifying their strengths and boosting the individual's self-esteem, and enabling the learner to become bi-lingual;

• Staff acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class;

• We also recognise that support may be necessary beyond the time a learner appears orally fluent.

**Assessment**

The learner's needs should be identified during the admissions process:

• The Admissions Officer will report/collect information about learner's additional language needs; this will be passed to the subject teachers.

• A meeting with the learners' teachers and the parent/carer begins the process of ongoing evaluation to meet the individual needs. This will be carried out by the Head of Year and relevant information shared with the EAL coordinator and SENDCO.

• Following the above, lessons will be planned appropriately.

• The subject teacher will keep a record of the learner's progress and communicate this(together with reviews and new actions) to the EAL Coordinator and SENDCO, as required, at the end of each term.

**Learning and Teaching Strategies**

Upton-by-Chester High School staff recognise the important of adaptive teaching for learners who have English as an Additional Language. Staff will be supported via Heads of Department, the Senior Leadership Team and the EAL coordinator to ensure that work is sufficiently adapted to support learners in developing the required knowledge, skills and understanding to progress.

**Access and Support**

All learners will follow the full school curriculum. EAL learners may be supported through a Teaching Assistant in the classroom, where appropriate. Where necessary, withdrawal support may take place. This would be coordinated and delivered by the EAL Coordinator.

**Responsibilities**

Admissions Officer

To obtain, collate and distribute information on new learners to relevant teachers. This includes:

• Language(s) spoken at home;

• From the previous school, information on level of English studied/used;

• Details of curriculum at previous school.

EAL Coordinator – **Mrs D Tumath**

• Monitor the progress of EAL learners through existing Literacy/subject monitoring.

• Provide support and advice to class teachers.

• Provide relevant information on learners with EAL is passed on to all staff.

• Complete training in planning, teaching and assessing EAL learners is accessed.

Teachers

• All involved in teaching EAL learners ensure that teaching is suitably adapted to meet the need of learners.

• Teachers communicate all EAL learners' progress to the EAL Coordinator and SENDCO , as required, at end of each-term.

**This policy is currently under review in the school as we look to move English as an Additional Language from the SEND department to an area which focuses on Literacy acquisition and Learning and Teaching. The policy will be updated further once this process has taken place.**