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Wetherby Senior School

EAL Policy

Primary person responsible for this document: Edith Earl

Job title: Deputy Head Academic

Last review date: June 2024

Next review date: June 2025

Relevant ISI coding (if applicable):



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Legal framework

The Race Relations (Amendment) Act 2000 requires all schools that have pupils with English as an additional language to have clear procedures for the provision for such pupils at their various stages of development.

The school aims to meet the following key principles:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning.

The school aims for EAL pupils to be able to:

- use English confidently and competently;
- use English as means of learning across the curriculum;
- make use of their knowledge of other languages, where appropriate.

Wetherby Senior School benefits from attracting a wide range of pupils from various cultural and linguistic backgrounds. However, the admissions criteria require a good command of English in the written examinations and at interview. For this reason, the school does not provide specific EAL (English as an Additional Language) support at school but does monitor the situation (via the SENDCo) and, if the school has concerns, will contact the parents and advise them on suitable strategies as well as give practical guidelines.

The overall aim of this policy is to outline how we intend to meet the range of needs of pupils in Wetherby Senior school who have English as an additional language or English as a second language when the 'mother tongue' spoken at home is not English.

Principles and Aims

- To celebrate the cultural, linguistic and experiential diversity that EAL/ESL pupils add to the school educational environment.
- To support the EAL/ESL pupils to become confident in speaking; listening; reading and writing in English so that they can fully exploit the learning opportunities in and outside the classroom.
- To assess all pupils on entry in order to have a full profile of their skills, strengths and weaknesses in order to recommend appropriate support.



- To monitor the progress of EAL/ESL and use the outcomes to make informed decisions about classroom strategies for teaching and learning; curriculum plans; and goal setting.
- To maintain well-being through positive support to build self-esteem; confidence; integration and pride in achievement in their own languages.

Objectives

To fulfil our aims, our objectives are:

- Classrooms will be socially inclusive. Wetherby values cultural diversity and the development of individual identities.
- To recognise that pupils with EAL/ESL may need extra time to process questions and to recognise different words in written and oral formats.
- To value pupils developing as bi-lingual adults.
- To identify a pupil's strengths and help them to transfer their skills and knowledge to broaden their understanding across languages.
- To provide subject-specific reading materials and vocabulary to help pupils prepare in advance for the topics covered in the classroom.
- To facilitate good collaborative learning techniques and through the use of seating plans and pair and group work to give EAL pupils the opportunity to learn from their peers and see good examples of written and spoken English modelled.
- To require all departments to have strategies for: the acquisition of topic specific vocabulary; access to dictionaries and lexicons; encouraging reading and providing information on cultural contexts. It is recognised that these strategies will benefit all learners whilst addressing the need for further explanation, familiarisation and reinforcement for EAL/ESL pupils.
- To encourage engagement in different clubs and activities to give opportunities to use English in the widest range of settings and build a wide vocabulary.

Assessment

- The school admissions form identifies pupils where English is their second language. It is expected that parents will provide the necessary information to help with this identification as a way of supporting the school and the pupil.
- The school will carry out a baseline assessment when the student enters the school to be able to gauge the level of their English and facilitate any mentoring and classroom strategies that may be required.
- The school carries out regular whole school assessments to track all pupils' attainment and progress and this allows pupils to be identified who need additional support.



Access and support

- EAL/ESL pupils will have their needs addressed in the classroom context and through access to the resources provided on Firefly and other platforms.
- Teachers may recommend additional support through; access to small group support; after school activities; Lunch club; GCSE workshops.
- The SENDCo may recommend external TEFL support through a private arrangement where a baseline assessment suggests a low initial comprehension of English.

Responsibilities

The Deputy Head Academic and SENDCo ensure that the register of EAL/ESL pupils is updated annually. Students self-report languages spoken at home at the start of the academic year, through their Form Tutor. In addition, at application, those who do not also have English as a language of fluency can be identified. The registrar keeps the SENDCo updated of in-year admissions and teachers can alert the SENDCo at any time to previously undetected issues a pupil may be having in class. Relevant information is passed to all teaching staff in line with school policy. Training, planning, assessing and teaching of pupils is monitored.

The progress of EAL/ESL pupils is tracked and monitored, and the SENDCo attends tracking meetings, to identify any SEND issues that may be hidden by EAL/ESL. Teachers may be asked to provide feedback in such cases.

Parents and staff are aware of the Wetherby Senior School's policy on pupils with EAL/ESL.

Heads of Department and class teachers are informed of strategies that will aid EAL/ESL and SEND pupils access to the curriculum through INSET provided by the school and external providers.

Appendix

Advice for departments for supporting EAL/ESL pupils.

The following strategies will help the language skills for EAL/ESL pupils and also have the advantage of helping not only SEND pupils but all pupils with their learning.

- Topic-specific vocabulary banks – displayed in the classroom/ on Firefly and Teams and often given in advance of the topic being taught
- Command word lists



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- Telling pupils in advance which chapters/resources will be used so that they can familiarise themselves with key vocabulary in advance of the lesson.
- Providing additional explanations of cultural context so that all pupils can access texts etc
- Putting power points and other materials used in lessons on Firefly and Teams so that pupils can spend time recapping language.
- Allowing pupils to take pictures of work done in class and on the board - they must ask permission first.