



POLICY INFORMATION

Name of Policy/Procedure: **EAL Policy & Induction and Inclusion for EAL Students**

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Reviewed by	Date	Approved
Emma Szymura	March 2018	20 th March 2018 - FGB
E Szymura/F Brown- no change	April 2019	1 st April 2019 - FGB
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EAL POLICY

Introduction

This Policy is concerned with *bilingual learners at Ruskin High School who have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes.

**Bilingual ... the term is currently used to refer to students who live in two languages, who have access to, or who need to use two or more languages at home and at Ruskin. It does not mean that they have fluency in both languages or that they are competent and literate in both languages (Cited in Hall, D 1995, - Assessing the Needs of Bilingual Students, London, Fulton).*

Statement of Commitment

- Ruskin is committed to making appropriate provision of teaching and resources for students for whom English is an Additional Language and for raising the achievement of minority ethnic students who are at risk from under-achievement.
- Ruskin will identify individual student's needs, recognise the skills they bring to the school and ensure equality of access to the curriculum.

Underlying Principles

- All bilingual EAL learners are entitled to the full range of Ruskin's and statutory educational services
- All bilingual EAL learners are entitled to equal opportunities of educational success.
- Bilingualism/multilingualism is an achievement which is educationally enriching.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home languages enhances subsequent acquisition of EAL.
- Having a home language other than English is not a learning difficulty. Special Educational Needs and the needs of bilingual EAL learners are not identical neither are they mutually exclusive.
- Bilingual students, from complete beginners in English to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their potential.
- Research has shown that it can take a minimum of five years to acquire academic competence in English. Bilingual students are likely to need support at various stages of their development.
- To ensure that Bilingualism does not disadvantage children, or the monolingual curriculum discriminate against them, it is important to offer students a range of support strategies.
- Teachers have a crucial role in modelling language.
- The challenges facing bilingual students are essentially linguistic, rather than cognitive.
- Language is essential to our identity. Therefore, teachers need to be aware of the importance of students' home languages and build on their existing knowledge and skills.

Assessment and Target-Setting

- Teacher Assessment and public examinations: Ruskin will ensure that all EAL students have access to these assessments where appropriate, making full use of special arrangements, mother-tongue assessment, etc. EAL Assessment: On entry and throughout their time at Ruskin the needs of EAL students will be assessed, identifying: students' level of English; students' competence in other languages; students' previous educational and schooling experience; students' family and biographical background. Our school currently uses the EAL Star program to grade EAL students and to determine their English level. We use the Initial Assessment and Diagnostics for reading, writing and listening which are fully interactive and self-marking. They cover a range of levels from Pre-Entry to Level 2. After the assessment EAL Star recommends work best suited for each student. This includes both online work and worksheets which can be printed. After each test, we can analyse the area in which the student found most challenging and therefore choose activities which will support their individual needs. This program also allows teacher to monitor the progress of individual students or groups of students.

- Target Setting: Staff will ensure that appropriate targets and outcome measures are set for identified EAL/EMA students. Targets will be adjusted to ensure challenge.
- Progress of EAL students will be monitored through the use of the half termly data entry to ensure progression and to help inform additional support to both students and departments.
- EAL/SEN: Ruskin recognises that most EAL students needing additional English do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have equal access to SEN provision.

Teaching and Learning

- Planning and Differentiation: Planning will identify the language demands of the NC and provide differentiated learning opportunities matched to EAL student needs. (With support of the EAL co-ordinator)
- Key language features, which are necessary for effective participation, will be identified and planned for. These might be key words, certain patterns of grammar, uses of language or forms of texts.
- Staff training will include specific focus on the inclusion and particular challenges for EAL students.
- EAL Resources: Ruskin will allocate a budget to provide appropriate teaching materials in particular bilingual dictionaries. A range of resources will be used to support students' linguistic development eg games, visual materials, differentiated worksheets, keyword lists etc
- Professional Development: Ruskin will enable lead staff to undertake appropriate professional development to meet the needs of minority ethnic/EAL students so that this can be disseminated to all staff.
- Staff will review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.
- Cultural bias: assessment methods will be checked for cultural bias and action taken to remove any bias which is identified. Displays and resources reflect linguistic and cultural diversity.

Pastoral

- Admissions: Ruskin will provide a welcoming admission process, involving mother-tongue support where possible.
- Parental Links: The above process and access to the full range of parental involvement will be supported by means of using plain English for effective communication, translations, etc.
- Refugees: All staff are committed to providing a safe and secure environment and being sensitive to the previous experiences of refugees and their families.

EAL Teaching and Learning

In consultation with colleagues, EAL Co-ordinator will:-

- Provide additional diagnostic and formative EAL assessment in order to identify teaching targets and to prioritise students' needs.
- Contribute to shared planning with mainstream colleagues. Time will occur alongside departmental Literacy role-out.
- Timetable appropriate intervention.
- Develop students' English language skills in line with the National Curriculum and the Literacy/Numeracy strategies.
- Help students to develop the academic language necessary to fully access and engage with the secondary curriculum.
- Maintain a resource base and provide the link with LEA central resources and EAL/Bilingual expertise.

Induction and Inclusion for EAL Students

Prior to starting at Ruskin Community High School:

- Cheshire East Council will issue parents with an admission date.
- A preliminary meeting will be arranged, where possible, between parents, family friend, interpreter, student and identified staff as appropriate.
- Request will be made for passport or Home Office letter.
- Information about previous school experience will be collected so that relevant information can be disseminated to teaching staff.
- School will ascertain parents' aspirations for their child.
- School will explain school routine, systems and procedure and will issue a Prospectus.
- A copy of A Guide for Parents will be issued.
- The students will be allocated a form tutor and teaching group.
- Dinner staff will be made aware of any dietary requirements.
- Students will be placed in a teaching group of peers of similar ability with where possible a student with the same language for the initial induction. The students are encouraged with their acquisition of English and to continue to develop their first language.
- YAM and EAL support staff will have contact with students and will support them in acclimatising to a new culture which will support their language development.
- Peer group support/buddy system will be provided on a rota basis to show new students around the school and provide information about the school day.
- Whenever possible, students will be offered opportunities to maintain friendships with speakers of the same language.
- Students will be involved in mainstream lessons. Withdrawal for specific EAL lessons may be used to teach language for survival in a secondary school and to develop work undertaken in other lessons.

All staff have been made aware of the need to:

- Respond sensitively to individual student cultural and language needs and experiences.
- Respect the fact that students may require a silent period initially when they listen to and absorb the language of a new environment. Students will be actively encouraged to be involved but no pressure will be placed upon them to produce language.

- Offer students the strategies necessary to use English – both written and spoken in a supportive environment.
- Cater for student's EAL needs by being aware of appropriate and inclusive teaching approaches and strategies.