



DAME ALLAN'S SCHOOLS ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

1. Introduction

The Schools welcome pupils with EAL into an environment which values cultural diversity and inclusion.

A number of pupils within the Schools speak English as an additional language (EAL). There may be varying degrees of fluency, but the majority of those pupils are 'advanced bilingual learners'.

Where a pupil with English as an additional language applies to join the Schools from overseas, the Schools may require the candidate to provide evidence of a formal qualification in English as a foreign language, typically IELTS or equivalent.

2. Aims and Objectives

Our aims are:

- That all pupils with EAL will have their needs identified in order to support their academic progression and support their social inclusion.

- That pupils with EAL are able to access a broad and balanced curriculum through differentiation, where appropriate, in order that they may reach their full potential.
- That support or additional resources are used, where appropriate, in order to reduce barriers to learning.
- To develop a close working partnership with parents/carers.

Our objectives are:

- To identify the needs of pupils with EAL as early as possible. This is achieved most effectively by gathering information from parents before entry. Early reading and literacy assessments as well as ongoing communication between teachers and the learning support department will help to ensure early identification of potential issues.
- To make staff aware of those pupils with particular needs so those needs may be incorporated into lesson planning.
- To make appropriate provision that is monitored and regularly reviewed to ensure that pupils' needs are addressed.
- To discuss the progress of each pupil where appropriate during parents' meetings.

3. Responsibility for the coordination of EAL Provision

The person with overall responsibility for overseeing the provision for children with EAL is the Principal.

The Principal's responsibilities are:

- The day to day management of the Schools including the EAL provision;
- Keeping the Governing Body informed about EAL within the Schools.

Specific oversight for EAL provision within the Senior School is delegated to the Director of Teaching and Learning as line manager for the EAL coordinator. The day-to-day EAL provision is coordinated by the EAL coordinator.

Specific responsibility for EAL provision within the Junior School is delegated to the Head of the Junior School as line manager for the EAL coordinator.

Other professionals within the school involved in the provision of EAL support include pastoral heads and teaching staff supplemented by teaching assistants in the Junior School.

4. Assessment and Identification

All pupils new to the Senior Schools, including those with EAL, complete the GL Dyslexia Screener which generates scores for reading, spelling and phonological processing accuracy. Pupils with EAL are identified upon admission because their first language (main language spoken at home) is recorded on the application form for entry to the Schools.

Any pupils new to the Junior School, who we feel would benefit, are assessed using the BPVS (British Picture Vocabulary Scale) and WIAT-II-T to check their level of language and understanding. Appropriate support will be given.

5. Provision

The main types of provision made by the Schools are:

- A. Pupils who have EAL are fully included in mainstream classes. The Schools make every effort to ensure pupils with EAL have full access to the Schools' curriculum through differentiation where appropriate.
 - B. The EAL coordinator and teacher are able to supply recommendations and strategies to classroom teachers and Heads of Department for helping EAL learners within the classroom where appropriate.
 - C. If there are any academic concerns about the progress of EAL pupils in class, the EAL coordinator will be consulted and support offered where appropriate.
4. Access arrangements for public examinations will be arranged in accordance with current JCQ regulations.

6. Monitoring progress

Across the Schools, for those identified as requiring additional language support, the EAL coordinator will review pupil progress in English by monitoring progress reports. Academic progress of all pupils, including those receiving EAL provision is monitored through the reporting system.

7. Individual records

The EAL coordinator will maintain the records of those receiving individual support.

8. Working in partnership with parents / carers

Pupils in receipt of EAL support lessons will receive a written report as part of their full report. Parents will also have the opportunity to discuss progress in meetings.

9. Links to other documents, guidelines and policies

This document should be read in conjunction with the following School policies:

Special Educational Needs and Disabilities

- Teaching and learning
- Assessment
- Behaviour
- Child Protection and Safeguarding Policy

- Anti-Bullying
- Equal Opportunities
- Gifted and Talented Pupils
- Admissions
- Accessibility

10. Complaints procedure

Any complaints from parents / carers will be dealt with in accordance with the Schools' Complaints Policy.