



English as an Additional Language at Danes Hill

Aims

Danes Hill aims to provide a supportive EAL programme specifically tailored to the incoming pupil(s) to enable him/her to increasingly access the main school curriculum, until extra EAL lessons are no longer required. The support can continue for some pupils with strong, basic English skills but less knowledge of curriculum specific vocabulary, in consultation with parents and staff.

Assessment

Apart from those pupils with no English, all new EAL pupils coming into the school in years 2-6 are assessed to ascertain their level of English language. While these are relatively basic, they give a good indication of how much extra support the pupil will need. An entrant showing a strong result would attend school English lessons and only have additional EAL lessons if it was thought necessary, or was requested by parents.

Procedure for Entry into Danes Hill

The incoming pupil will be assessed to determine the level of support needed. Once it has been decided whether the pupil will attend second language lessons with the EAL teacher, contact is sought with members of staff to discuss the level of English of the new entrant and set up support structures e.g. from other pupils, extra support material to be used in the classroom. During the first term this support is constantly monitored and contact is also maintained with parents to keep them informed of the progress their child is making at school.

Bi-lingual pupils

Occasionally bi-lingual pupils have extra EAL lessons. The aim is mainly to increase their English vocabulary but occasionally to correct ongoing grammar mistakes, or increase writing fluency.

Curriculum Specific Vocabulary

Most EAL pupils coming into school have difficulties with vocabulary that is specific to the subjects they are studying, or vocabulary that supports these words, for example examination words (illustrate, draw a line linking, circle the odd-one-out). When a pupil has progressed beyond the basic core vocabulary, these words are introduced. They are taught in subject groups, through mind mapping and word maps. Heads of Department provide the EAL teacher

with lists of essential words for accessing the current topic, as well as copies of upcoming assessment tests. The EAL teacher then ensures that the pupils know these words and will also understand the instructions on their assessment papers.

EAL children who have been in the school for less than 3 years will be allowed the use of mother tongue to English dictionary and access arrangements of 10% extra time as per ISEB guidelines for all exams.

Resources

There are a number of resources books available for EAL pupils. The library at Danes Hill is very well stocked with an excellent selection of English books. The librarian is well qualified to advise EAL pupils on suitable reading material. All pupils also have a reading book in school from which they read aloud to the reading teachers. The reading teachers also help EAL pupils choose books and monitor their reading progress and understanding of content.

Supporting Role of EAL within Danes Hill

The EAL teacher liaises continually with the other members of staff to assess how the EAL pupil is coping within the school. Should members of staff feel that a particular child would benefit from some extra EAL tuition, contact is sought with the parents and a framework is put in place. Pastoral considerations are taken into account. We consider how well a child is settling into the school and whether there are any cultural aspects that need to be addressed. Mufti days, Charities day, school plays, wearing of uniform, need to be explained to both parents and pupil.

When pupils are offered tuition an Individual Education Plan (IEP) is drawn up and it may focus on up to five short-term targets set for or by the pupil, which are specific and achievable. They include the teaching strategies to be used; the nature of the provision to be put in place; the date of review and the outcomes for further planning. The IEPs are available on SIMS under SEN and are reviewed termly.

During the second year of attendance it is usual that the pupil ceases to have additional EAL lessons, unless staff or parents consider it advisable.

Close contact is maintained with parents at all times during the pupil's attendance at EAL lessons and after. Suggestions for support at home are made and discussed. Support is also given to parents to help them navigate the cultural differences they may find at the new school and in helping them access information about possible future schools.

GFM and ISK

FULL Date of Policy: 1 February 2019

Date of Policy Renewal: February 2020