

**Date: October 2020**  
**Review Date: October 2021**  
**Responsibility: SMT/SENDCo**



## **DAME ALLAN'S SCHOOLS**

### **ENGLISH AS AN ADDITIONAL LANGUAGE POLICY**

A number of pupils within the Schools are learning English as an additional language (EAL). There may be varying degrees of fluency but the majority of those pupils are 'Advanced bilingual learners': they have a very high standard of English which falls within the bounds of National Curriculum levels expected of their peers although their written English may not match their academic potential.

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

#### **1. Aims and Objectives**

##### **Our aims are:**

- That all pupils with EAL will have their needs identified in order to support academic progression, in addition to good physical and mental health.
- That pupils with EAL are able to access a broad and balanced curriculum which is differentiated 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 which is supplemented by a questionnaire completed by all new pupils.
- To make staff aware of those pupils with particular needs so those needs may be incorporated into lesson planning.

- To make appropriate provision in the learning support team 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.

## **2. 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 Studies as line manager for the EAL coordinator. The day to day EAL provision is coordinated by the EAL coordinator and EAL support teacher.

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.

## **3. Assessment:**

All pupils new to the Senior Schools, including those with EAL, complete the following assessments:

- Hedderly Sentence Completion Test (writing speed)
- Hodder Access Reading Test (reading comprehension)
- Nelson Single Word Spelling Test
- Symbol Digit Modalities Test (processing speed)

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.

## **4. Provision**

The main types of provision made by the Schools are:

1. 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 necessary.
2. 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 if needed.

3. 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. Where appropriate, access arrangements for public examinations will be arranged in accordance with current JCQ regulations.

Where a non-native English speaking pupil 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.

### **5. Monitoring progress**

Across the Schools, for those receiving EAL provision, the EAL coordinator and support teacher will review pupil progress by measuring improvements gained relative to their original scores from the assessment tests.

### **6. Individual records**

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

### **7. Working in partnership with parents / carers**

Across the Schools, 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 at Parents' Evenings.

### **8. 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](#)

Anti-Bullying

Equal Opportunities

Gifted and Talented Pupils

Admissions

Accessibility

### **9. Complaints procedure**

Complaints from parents / carers should be addressed in the first instance to the Principal. The Principal will investigate the complaint and take appropriate action in accordance with the Schools' published policies.