

## **STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

### **1. Policy Statement**

Sir William Perkins's School (SWPS), in line with the Independent Schools Standards Regulations ((ISSRs) Part 1/Paragraph 2) is committed to ensuring that the aptitude and needs of all students within the school are catered for, including those for whom English is an Additional Language (EAL).

The definition of an EAL student does not imply any particular level of fluency and includes a wide range of learners from new arrivals who may have little or no English, or who may use a very different form of English, such as Nigerian Standard English, to learners who were born in the UK and speak fluent English as well as another language. A student will NOT be regarded as having a learning difficulty solely because the language of the home is different from the language in which they are taught.

In using the term EAL in this policy, the school has adopted the following definitions based on the [Secondary National Strategy for EAL \(Ofsted\)](#):

- **A learner of English as an additional language (EAL)** is a student whose first language is other than English, with 'first language' referring to the language to which a child is initially exposed during early development and continues to use in their home and community. If a child acquired English after early development, then English is not their first language, no matter how proficient in it they become.
- A student is NOT be regarded as having a learning difficulty solely because the language of the home is different from the language in which they are taught.
- **Advanced Learners of EAL** are students who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.

According to these definitions most, if not all, our EAL students at SWPS would be categorised as Advanced Learners.

This policy should be read in conjunction with the following school documents:

- Admissions Policy
- Curriculum Policy
- Teaching and Learning Policy
- Students with SEND Policy

SWPS is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy.

### **2. Aims and objectives**

The School recognises that high quality teaching, differentiated for individual students, is an important step in responding to the needs of students with EAL. Additional intervention and

support cannot compensate for a lack of good quality teaching. The quality of teaching and learning for all students, including those at risk of underachievement for any reason, is regularly reviewed and is informed by appropriate INSET and sharing good practice. This helps to ensure that teachers have a good understanding of strategies to support EAL students.

In terms of effective teaching of EAL learners, the key principles are the same whatever the level of the learner is, so many techniques and resources are suitable for quite a wide range of levels of English acquisition, whether they are beginner, intermediate or advanced learners.

The school's aim is to offer support that is predominantly universal, but is also targeted and specialist where necessary:

Universal: High quality teaching, differentiated for individual students

Targeted: Evidenced based interventions often in small groupings

Specialist: Expert advice and teaching often on a 1:1 basis

### **3. Key Personnel**

Members of the Personalised Learning department work with EAL students.

### **4. Admissions**

Sir William Perkins's School is a selective academic school with admission by examination. EAL students who take the entrance examination are admitted to our School according to the same criteria as other students if admission is compatible with:

- i. the provision of appropriate education for the student concerned
- ii. the provision of efficient education for the students with whom they will be educated
- iii. the efficient use of resources

Parents/carers of EAL students wishing to gain entry to the School via entrance examination are encouraged to contact the school well in advance of the examination to discuss any requests for appropriate accommodation of their needs arising from having English as an Additional Language.

### **5. Identification of EAL students**

Students with EAL may be identified through the admissions process and a member of the Personalised Learning department may follow up with parents/carers in the Autumn term to gain further information about languages spoken and levels of fluency. The Head of Personalised Learning will also liaise with the English Department to gain their views, taking into consideration the EAL Proficiency Stages (see Appendix below) and review the initial Year 7 screening to identify any EAL students who may need monitoring at this early stage.

The Head of Personalised Learning monitors students' progress through milestone data, subject enquiries and reports, and may also carry out annual review meetings with targeted students as required.

In addition, any teacher with a concern about the progress of a student because of having English as an Additional Language should bring it to the attention, either verbally or via CPOMS, of the student's Head of Year or the Deputy Head (Pastoral).

Wider feedback may be sought from all the student's teachers and the Head of Personalised Learning will undertake the necessary follow up for example by assessing the student's language skills and discussing the best way forward with the student and their parents/carers. Students with EAL are listed on the EAL Register, on the PIN spreadsheet on SharePoint. If a student is working at Stages A, B or C they will have a EAL Learning Profile, linked on the PIN.

## 6. Provision for EAL students

The Head of Personalised Learning will ensure that any student with EAL who is identified as requiring additional support to access the curriculum is provided with appropriate interventions in small groups or 1:1. Such interventions will be for a defined period (and not more than half a term) after which a review will take place. Any further sessions deemed necessary by the school, and in consultation with the parents/carers, may incur an additional charge.

Whole school or departmental INSET for staff is also provided from time to time to share best practice in supporting EAL students.

## 7. Resources

Various resources relating to supporting EAL students are available to staff via the Personalised Learning Department.

## 8. Monitoring and Review

The Governing Body is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so.

This policy document will be reviewed and updated annually by the Deputy Head (Pastoral) or as events or legislation requires.

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|---|--|
| Next scheduled review date: September 2025<br>Last reviewed: September 2024 |  |
| Key updates in this version:  | <ul style="list-style-type: none"><li>• Minor grammatical changes</li><li>• Updates to personnel and process to reflect current practice</li><li>• Inclusion of EAL Proficiency Stages</li></ul> |

## Appendix

### EAL: The EAL Proficiency Stages

| EAL learner (DFE Proficiency)  | EAL Stage | Listening and Understanding  | Speaking   | Reading  | Writing   |   |
|--|-----------|--|--|--|---|---|
| <b>New to English (Code A)</b><br><div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Within 2 years</div> | Step 1    | Understands home language<br>Watches and joins in routines/activities<br>Follows instructions using key words/gestures   | Silent period<br>Speaks in home language<br>Non-verbal gestures<br>Echoes words/expressions<br>Simple naming vocabulary<br>Basic, formulaic spoken exchanges<br>Unclear pronunciation                              | Minimal/no literacy in English<br>Awareness of print and able to recognise some words e.g. own name<br>Starts to recognise letters and symbols<br>Early reading skills e.g. CVC words  | Minimal/no literacy in English<br>May be able to write in first language.<br>Holds pen correctly – begins to form letters, then words.<br>Writes some HFW words<br>Can draw and label diagrams<br>Begin to write simple sentences         |   |
|  | Step 2    | Can indicate when they need to hear something again<br>Listens attentively during lessons<br>Understand function of time connectives<br>Understands some teacher questions with visual support         | Simple questions e.g. where?<br>Over-generalisation of grammatical rules<br>Simple positional language<br>Re-tell a simple story<br>Can give a sequence of instructions<br>Past simple tense emerging              | Able to demonstrate and understand basic punctuation<br>Can read simple sentences<br>Refers to visual clues in texts<br>Re-tell main points from a text.<br>Identifies dialogue in texts.<br>Follows pronoun references in texts | Handwriting legible and correctly orientated<br>Writes familiar words with phonic knowledge.<br>Uses some basic punctuation<br>Uses simple present tense and some simple past tense<br>Range of vocabulary including some conjunctions.   |   |
| <b>Early Acquisition (Code B)</b>  | Step 3    | Follow set of oral instructions<br>Differentiates past/future/present<br>Begins to engage with how? and why? questions.  | Speaks in simple every day exchanges<br>Uses common colloquialisms<br>Uses extended sentences<br>Uses relative clauses<br>Can contribute to whole class discussion<br>Plurals, articles, pronouns and prepositions | Describes setting of a story<br>Can select relevant text to answer questions<br>Responds to how/why questions related to a text<br>Makes inferences/draws conclusions<br>Identifies key features of different text types         | Plurals, prepositions, pronouns and articles used with increased accuracy.<br>Varied verb formations used.<br>Developing wider vocabulary.<br>Writes competently and at length<br>Uses structures to express higher order thinking.       |   |
|  | Step 4    | Active listener asking for clarification<br>Follows gist of teacher talk with limited visual support   | Uses the passive tense<br>Communicates meaning – complex ideas/concepts<br>Can express higher order thinking<br>Moderates response according to listener.  | Can give/ compare own opinion about a text<br>Distinguishes between fact/opinion<br>Demonstrates understanding of idioms.<br>Demonstrates understanding of literary devices.<br>Appropriate tone when reading aloud              | Writes competently and at length for varied purposes.<br>Uses expressions to signal opinion<br>Advanced use of connectives.<br>Range of tenses and use of active/passive voice.<br>Logical sequence.<br>Appropriate for purpose/audience. |   |
| <b>Developing Competence (Code C)</b>  | Step 5    | Shows understanding of the detail of curriculum topics with limited visuals<br>Understands some idioms and phrasal verbs<br>Beginning to understand inference<br>Follows reasoning/discussion/argument | Understands is commensurate with that of a native English speaker<br>Pupils have the range of listening skills required to participate fully in the National Curriculum for English.                               | Variety of articles and prepositions used accurately<br>Confident, fluent speech for multiple purposes/audiences.<br>Complex sentences used.<br>Accent does not interfere with understanding.                                    | Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.                | Copes with writing demands for all areas of curriculum.<br>Uses complex conditionals.<br>Able to mimic and parody and to use irony/humour.<br>Can make comparisons and write an argument. |
| <b>Competent (Code D)</b><br><div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Within 5-7 years</div>    | Step 6    | Step 7   | Step 8   |  |   |   |
| <b>Fluent (Code E)</b>   |           |  |  |  |   |   |