



**Educational and Welfare Provision**

**for Pupils for whom**

**English is an Additional Language (EAL)**

**Including the Early Years Foundation Stage (EYFS)**

<b>Policy agreed by the Advisory Board:</b>	November 2021
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<b>Policy owner:</b>	Head of EAL

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## **1. Welfare Provision**

The staff and directors of the School are aware of the importance of identifying and providing for those pupils who are working in a second language or have other additional needs. Stonar is committed to establishing a positive, supportive and secure environment in which pupils can learn, develop and where they have a sense of being valued, are encouraged to talk and are listened to and respected.

The staff will ensure that these pupils join in all the activities of the school, so far as that is reasonably practical and compatible with them receiving the necessary individual educational provision, the effective learning of other children in the school and the efficient use of resources.

The staff will aim for all pupils, whatever their language or learning needs, to develop their academic potential. Through close liaison with parents, guardians, medical services, specialist practitioners and external services the school aims to meet pupils' individual welfare and or learning needs. Parents of EAL pupils receive the usual communications from the school. In order to foster effective communication with parents who may find it difficult to communicate in English, letters to parents may be translated or sent via the pupil's agent. Overseas' agents work closely with houseparent to ensure that the needs of EAL pupils are met and Houseparents are encouraged develop good working relationships with pupils' agents and guardians.

The pastoral care team within the school monitors the well-being of all pupils. Those for whom English is not their first language will be placed on the Academic Support List. Pupils whose English is very weak (A2 or below on the CEFR – Common European Frame of Reference for Languages) will have an individual educational plan.

## **2. Guiding Principles**

There are three guiding principles:

- i. That all languages are equal and deserve equal respect
- ii. That all people have the right to speak their native language without unreasonable restrictions
- iii. That Stonar School operates in the medium of English and so it is necessary for overseas pupils to make determined efforts to attain a high level of English as swiftly as possible.

The EAL provision described here attempts to keep a balance between the rights of the individual and the requirements of the School.

## **3. Purposes**

The purposes of the policy are:

- i. To allow and encourage overseas pupils to develop their command of English
- ii. To encourage integration and mutual respect between all members of the school community
- iii. To encourage all pupils to develop language sensitivity and good manners

Many pupils already possess excellent language manners and sensitivity, and are inclusive, helpful, welcoming and supportive. The school aims to build on their example and to encourage all members of the community to develop the same degree of sensitivity.

To facilitate this, the School expects that:

- i) Overseas pupils should speak English at all times during lessons. If there is a strong reason to use their own language (e.g. to explain something to a friend) they should first ask the teacher's permission.
- ii) Around the school, pupils predominantly use English to communicate, but other first languages are not prohibited so long as they are not used in a way that excludes others.

## **4. Teaching Bilingual Learners**

EAL pupils at Stonar come from a range of ethnic backgrounds. Some pupils will spend a number of years at the school and take GCSE or A level exams, others come for as little as half a term or as long as a year and they are primarily concerned with developing fluency in the English language.

Research has shown that it takes between one and two years for EAL pupils to develop fluency in social, conversational English, but considerably longer to acquire fluency in subject and curriculum related English. We believe that EAL pupils are best supported when they have support from all teachers and specific language input in the form of extra classes taken by an EAL professional.

### **4.1 Teaching Strategies**

Staff are encouraged to use the following strategies to support EAL pupils:

- i. Designing dormitory and classroom groupings to encourage mixing between nationalities and languages
- ii. Using techniques such as giving additional verbal support, repetition, visual support, non-verbal gestures, pictures and discovery learning.
- iii. Ensuring EAL pupils have access to strong English language peer models and work in English or with English speakers during collaborative tasks whenever possible
- iv. Being aware that there may be a great difference in level between pupils' conversational and specific subject-related written or spoken competence.
- v. Being aware that EAL and SEN do not always overlap but are not necessarily mutually exclusive.

- vi. Ensuring that sets are frequently reviewed and that EAL pupils are not disproportionately placed in low-ability groupings but are integrated and taught at the appropriate level.
- vii. Ensuring that texts / worksheets are clear, use accessible English and visual support.
- viii. Ensuring that materials are not culturally biased (i.e. do not require a prior understanding of British culture) or that sufficient explanation is given by the teacher.
- ix. Using the Academic Support List to identify the background and progress of each pupil.

## 4.2 EAL Department Commitments

The EAL department will:

- i. Provide support and specialist tuition to all EAL pupils with their language development whatever their level or ability.
- ii. Identify pupils requiring additional individual EAL support lessons, discuss this with senior staff and parents in order to provide appropriate tuition. There will be an extra cost for individual support lessons.
- iii. Ensure that tuition includes consideration of culturally bound topics and vocabulary (E.g. phrasal verbs and idioms), which are implicitly known to native speakers.
- iv. Maintain the Academic Support List detailing information about how long pupils have been learning English, how long they have been in the UK and their level of English.
- v. Liaise with other teachers about individual pupils' progress or problems and advise about teaching strategies and creating appropriate support materials.

## 4.3 EAL Timetable Allocation

Senior School	KS3 and 4	3 periods per week
	Sixth Form	1.5 periods per week

## 5. EAL Levels (CEFR)

### 5.1 Basic User

**A1** - Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**A2** - Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, school). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate, basic need.

## 5.2 Independent User

**B1** - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

**B2** - Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages.

## 5.3 Proficient User

**C1** - Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

**C2** - Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

## 5.4 Differentiation

As a general guide, any student below B1 level will need differentiated prep. Moreover, prep with a lot of writing will need to be differentiated even at B1. In order to access GCSE or A level content, B2 level is optimal. Below B2 level, frequent dictionary use will be essential.

## 6. EYFS

For children whose home language is not English, EYFS practitioners must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

EYFS practitioners will ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

If a child does not have a strong grasp of the English language, EYFS practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.