

English as an Additional Language (EAL) Learning Support

BACKGROUND

St Dunstan's College is an academically selective school that takes pride in maintaining high academic standards and ensuring outstanding progress for students. The College recognises that language is central to all learning, both curricular and co-curricular, and for the wider development of the students. The College makes every effort to integrate students' cultural and linguistic heritage throughout their learning. We believe that the continuing development of literacy in the students' native language is important for personal growth and self-confidence, social enrichment and successful academic development.

St Dunstan's College supports both bilingual and multilingual learners who have a native language other than English and who need additional support in English in order to pursue their studies effectively. As the College welcomes students with a variety of linguistic, ethnic and economic backgrounds, it is vitally important that our EAL Policy is flexible, allowing the school to incorporate different learning needs and needs of students.

It is the belief of the College that EAL students should have access to the school curriculum and to the full range of co-curricular activities the college provides. We are committed to all students being fully integrated into the college and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies.

DEFINITION

EAL stands for English as an Additional Language. This refers to learners whose first language is not English; the learner may already be fluent in several other languages or dialects, which is why the term English as a Second Language is not used. At St Dunstan's College, we have a number of students who are both bilingual and multilingual learners; those who need additional support in English are given so through a number of different ways.

We believe that children learn English most effectively by immersion in an English language environment. Full participation in the school curriculum throughout the day immerses our EAL pupils in the English language, and at the same time allows them to learn the important skills required of each of their subjects as they are acquiring English proficiency. Immersion means giving students authentic access to the richest learning environment possible whilst still accommodating and supporting their language development needs.

Reviewed: Lent 2024

Next review: Lent 2025

The College SENDCo who is trained in EAL works with classroom teachers to ensure the academic requirements are modified to meet the needs of EAL students.

Our criteria for being on the Individual Pupil Need Register

As previously stated, we have a number of students who speak either one or several languages outside of school and whilst English may not be their first language, they do not need any support with English.

These students are not on our Individual Pupil Need Register as they do not require immediate support with their English language nor support in accessing the curriculum due to language barriers. We do however keep a separate document, called the EAL student list, of those students and the languages they speak at home and in general. This document is circulated amongst the staff so staff are aware of the linguistic abilities of the students and tutors in particular should be aware of this list.

The students whom we have on the Individual Pupil Need Register are those who have not yet achieved an IELTS level 5 and still require support from teachers in the classroom.

These students are not limited to our cohort of EuroAsia pupils and may include pupils who are internationally displaced or joining the College from a different country, but these are exceptional circumstances.

AIMS

Through EAL support, St Dunstan's College aims to enable students to achieve their full potential by

- Working with the students concerned to enhance their learning skills and abilities.
- Working with their teachers to ensure the best programs of study for each student.

STAFFING

In the Junior School (EYFS-Year 6), EAL provision is overseen by the College SENDCo.

THE ROLE OF EAL Provision within the College

The principal aim of the EAL provision is to give all students whose first language is not English the linguistic ability and confidence in their academic studies and co-curricular choices whilst they are studying at St Dunstan's College.

- To coordinate strategies and actions that enable full inclusion of all students in curricular and co-curricular opportunities at school
- To provide reasonable and appropriate material resources, target support and suitable advice to EAL students

Reviewed: Lent 2024

Next review: Lent 2025

ISI 3b – SEND, EAL, more able pupils

- To improve English language skills in order to allow students to access the general curriculum
- To coordinate with colleagues, Heads of Department, Heads of Year, tutors, parents/guardians and students to offer support to any EAL student failing to reach their potential due to a language barrier
- To assist departments in supporting EAL students in their acquisition of English language skills across the curriculum
- To provide regular assessment and monitoring of the progress of EAL students supported by the department through the EAL Learning Support Profile and where applicable any Action Plan
- To encourage the celebration and sharing of the culture of EAL students

SUPPORT FOR TEACHERS

Teachers are supported in their teaching of students with a suspected or identified EAL need in the following ways:

- Staff INSET (at regular intervals, as part of CPL available, this will be delivered to departments or whole staff CPL)
- Information contained on the Individual Pupil Need Register and individual EAL Profiles, accessible via the College’s management information system (iSAMS)
- Advice given within departmental meetings, often by the College SENDCO, when it is clear there are particular issues relating to a subject
- In-class observation of students with EAL and subsequent feedback from the College SENDCO or Junior School Learning Support Coordinator
- Provision of EAL Profiles for students who require support; teachers are aware of the Profiles for those they teach and therefore must read them, act on advice and strategies recommended by them, insofar as they are relevant to their subject

COLLEGE CYCLE OF ACTION

The College’s four stages of EAL identification, support and review follow its guidance of “Assess, Plan, Do, Review.”

Identification of students with EAL (Stage 1- “Assess”)

- In regards to identification, it is the responsibility of families to inform the College of any previous support for English learning, or any anticipated learning needs before admission or as soon as they are aware

Reviewed: Lent 2024

Next review: Lent 2025

ISI 3b – SEND, EAL, more able pupils

- All students are given a language survey asking about their first language, spoken language at home and how long they have been learning English. This data is used to inform whether further identification of needs is necessary

Support students with EAL (Stage 2-“Plan”)

The College SENDCO will generate an EAL Learning Support Profile when:

- a student joins the College with an identified EAL need
- a student is currently attending the College and has suspected EAL needs which require help within the classroom

Where appropriate, the EAL Profile will contain information gathered from the student, parents and relevant staff, as well as any relevant information gathered from Stage 1. The EAL Profile will outline the priority strategies that have been recommended to support the student’s suspected or identified EAL needs. Summaries of relevant documentation and advice from specialist assessments are also included.

The College SENDCO will arrange a meeting to discuss the proposed EAL Profile with the parents, or guardian, and student in order to agree on a final document. Following this, the student will be added to the College’s Individual Pupil Need Register. In instances where specific outcomes need to be met, a student may be placed on an Action Plan.

The Individual Pupil Need Registers are available to all relevant staff at the College through the internal Management Information System (iSAMS). The Individual Pupil Need Registers record the student’s suspected or identified EAL, priority strategies and any other reasonable adjustments.

Supporting students with EAL (Stage 3-“Do”)

The College SENDCO will:

- monitor the use and effectiveness of the priority strategies (by teachers and student) set out in the EAL Profile through observations, learning walks and communication with relevant stakeholders
- implement and/or oversee the delivery of any interventions that are required by an EAL Profile

The objective of the provision is to support full integration into the mainstream curriculum so that students are not withdrawn from timetabled classes. Learning Support Assistants may

Reviewed: Lent 2024

Next review: Lent 2025

support during core subject lessons under the direction of the Junior School Learning Support Coordinator. Junior School students may also be required to attend extra English support sessions outside of the classroom where deemed appropriate.

Reviewing the support and progress of students with EAL (Stage 4-“Review”)

The College SENDCO will review the effectiveness of the EAL Profile. The outcome of this review will determine one of the following:

- the EAL Profile has supported the student in their learning, and the priority strategies remain in place
- the EAL has not been as effective as desired, and alternative strategies will be recommended
- the EAL Profile and its priority strategies have not been successful and it is believed that further guidance would be beneficial

The Junior School Learning Support Coordinator or the College SENDCO will contact students to discuss the outcome of reviews where necessary.

INTERNATIONAL STUDENTS JOINING ST DUNSTAN'S COLLEGE

The students are screened on their entry to St Dunstan's College to determine their English ability level. This screening takes into account their English (EAL) Entrance exam taken prior to their arrival in the college and any examination qualifications together with academic reports supplied by their previous school. It is normal practice for those attending the screening to achieve an IELTS score of ~~6.5~~ 4 and above for students applying admission to the College.