



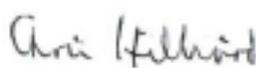
English as an Additional Language Policy

Date of Adoption: 22nd May 2017

Frequency of Review: Annually

Review Date due: May 2018

File name: English as an Additional Language – KC Non Statutory

Signed: 	Signed: 
Chris Hilliard Chair of Governors	Jennie Giovanelli Headteacher

Kingsthorpe College EAL Policy

We believe at Kingsthorpe College in enabling all pupils to participate in the full range of college life and activities and to succeed to their individual potential. This forms the underlying principle upon which the provision of support for learning is based placing emphasis on our core values.

We create a positive learning environment that promotes a belief in what may be possible and a view of ability that is flexible, not fixed. Our whole college ethos reflects the value placed on diversity and the respect accorded to all individuals. Support for a variety of needs should be seen as a collective whole college responsibility – all teachers are teachers of pupils with individual needs.

Inclusion applies to those students whose first language is not English (EAL)

Aims of the Policy

The aims of this EAL policy are:

- To define the college's objectives regarding EAL and how these will be met
- To define the overall organisation and the management of EAL provision in the college
- To define the nature and level of college support of EAL

EAL Objectives

- EAL pupils are identified and procedures are followed to ensure their needs are met and they achieve their absolute potential
- Procedures are in place to ensure teachers and non-teaching staff are aware of such pupils and supported in meeting their needs
- EAL pupils are integrated as fully as possible into the life of the college and are offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- They are actively encouraged to participate in extracurricular activities
- The views of the pupil are sought and taken into account
- Parents/guardians are encouraged to play a role in EAL pupils' education

- Appropriate resources are available and are used in the college
- EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate
- The college's overall ethos helps pupils to feel valued members of the college community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;

Identification on Entry to Kingsthorpe College

- Following an application to Kingsthorpe College there is an interview conducted with parents by the Admissions Officer.
- Information from the application form where applicable is used to assess need
- Information from the previous school or parents/guardians is also used to establish student's learning profile

Identification procedures for new EAL starts at Kingsthorpe College

Students arrive in college and are interviewed by the Admissions Officer who will connect the student to a house. The house manager links the student to EAL.

Upon arrival in the EAL Department learners will sit a Placement Test and will be assigned a 'buddy' who speaks their language. They will be given an explanation of the college procedures and a tour of the school ensuring the learner feels comfortable and has an understanding of learning and behavioural expectations whilst attending Kingsthorpe College.

Post Placement Test the new EAL learner will be taken to tutorial and will attend period 3. This will assist the smooth transition into the college environment enabling the student to be 'confident'.

Non-speakers will attend EAL small group or one-to-one sessions for some periods every day until they feel settled, confident and have more of an understanding of their learning journey. The attention will focus on intensive language acquisition.

Upon assessment, the EAL student will be provided with a timetable; this will be dependent upon their level of both verbal and written understanding. Students will then attend sessions once a day every day, twice a day/week or not at all in some instances according to the level of their individual need. This information will be emailed to all Heads of Faculties for dissemination to staff.

We recognise that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during

assessment, EAL pupils will have equal access to the college SEN provision, in addition to receiving EAL support.

Identifying Gifted and Talented EAL Pupils

This may be affected by the language barrier so in order to minimize overlooking gifted and talented pupils the following principles are applied:

- Staff should be alert to actual potential ability in EAL pupils, particularly those less competent in English
- The Gifted and Talented Coordinator should liaise with the Learning Director encouraging EAL students to join in extension activities where applicable
- The College will aim to avoid putting EAL pupils in bottom sets because of their language ability, even if the support is greater in these classes, since they will benefit more from access to strong models of English language and confident learners. However, for some students it may be deemed essential that students are able to work at a gradual pace to allow them to develop their English language skills.
- EAL pupils would be expected to be represented on the Gifted and Talented register proportionally.

Recording, Monitoring and Reporting

Records are attached to the student file and on SIMS. There is an EAL register on the Staff Shared Drive and electronic files for staff to access containing the students' learning profiles and provision maps as well as suggested teaching and learning strategies and teaching tips.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, the EAL Coordinator and parents should collaborate to plan appropriate support and suitable teaching strategies for individual pupils.

Provision Language Support in the Classroom

Language support is best provided within the classroom wherever possible, as time out of subject lessons may cause pupils to fall behind in the curriculum. More importantly, the curriculum offers an ideal platform for language learning as it offers pupils the chance to practice all four language skills with peers and adults, using the curriculum to provide a meaningful context and cognitive challenge.

However, exposure to English alone without explicit teaching of the range of registers of spoken English and written academic language required will not

usually be sufficient to ensure continued progress for bilingual learners beyond the initial stages.

We provide a supportive classroom environment which enriches the language content of the lesson regardless of the subject discipline. Language enrichment has been shown to benefit EAL pupils, and all teachers should take on the role of teachers of language in the context of their subject.

Classroom provision

Teaching tips, strategies for differentiation, teaching approaches which promote language development, tutor handbook for EAL students and subject specific vocabulary lists are all kept electronically on the EAL shared area

Additional specific provision:

- Is formulated on an individual basis - when and how students receive specialist EAL support within the current curriculum is determined through rigorous assessment and professional dialogue
- Students have the opportunity to access External examinations in their first language as appropriate

Pastoral provision is offered through:

- Integration of EAL pupils within school – buddies (older/same language/lesson buddies)
- Support groups within school
- Contact with parents/guardians

Promotion of Bilingualism through:

- Use of display
- School assemblies/calendar events.
- Multicultural issues in schemes of work

Success Criteria:

The aims and objectives of the policy will form the basis for any evaluation process required. In addition, specific targets might be identified, against which success may be measured.

Some evaluation tools include:

- Pupils' levels of attainment in EAL assessment over time/progress demonstrates relevant levels of success
- Pupils' reports
- Self-assessment

- Subject reports (just included)
- Informal assessment, participation in class, integration into school life.

The name and contact details of the EAL Co-ordinators:

Ms M. Pitt – Tel: 01604 716106