

## Westbourne School EAL Policy

*This policy applies to all pupils, including those in the EYFS.*

### 1. Principles

All children should be encouraged to pursue excellence and achieve their full potential, and those with EAL should be supported appropriately, so that they are able to access learning materials and make measured progress. The challenge level should be appropriate and one that builds resilience. Westbourne is inclusive and EAL pupils' previous experience of language and culture is recognised, celebrated and built upon in such a way that our EAL pupils feel respected and valued members of our school community.

### 2. Aims

Westbourne School aims to support pupils with EAL by:

- Ensuring the curriculum content is inclusive
- Having open dialogue with parents and carers about their children's education
- Ensuring the child's strengths and talents are recognised and maximised
- Making use of interactive resources available online and in lessons to aid communication, and learning and help build relationships
- Providing additional sessions/classes/intervention(s) for those pupils requiring further support in accessing the English language
- Celebrating their home language and previous cultural experiences.
- Promoting and valuing the learning of community and heritage languages by encouraging children to continue learning them outside school and facilitating accreditation for them in their Home Language wherever possible (in collaboration with the HoLA project, based at King Edward VII School, Sheffield).

### 3. Arrangements for co-ordinating EAL provision

- Upon visiting the school initially, parents are asked to inform us if English is an additional language for their child.
- All EAL pupils from Year 3 upwards will be given EAL screening tests in the first few weeks after arriving, the aim being to identify need and target support. The class-teacher (Junior School) or form tutor (Senior School) will be best placed to coordinate this assessment. Each pupil will be given a level in Listening and Speaking, Reading and Writing, this will be revisited termly until the pupil arrives at Level 6 at which point they will no longer require any special interventions. The class teacher/form tutor will advise parents and staff regarding any specific intervention the child may need for EAL.
- Visiting pupils in Year 2 and below are closely monitored by staff during the transition process, and any concerns about EAL and communication is passed on to the EAL coordinator. After discussion with the Headmaster, next steps will be taken. Please see below for examples of the next steps.
- Our EAL coordinator will be the first point of contact for any EAL issue. Liaising with teachers and parents as well as external EAL teachers (where required).
- It is the responsibility of all staff to monitor the progress of our EAL children. Staff liaise closely with one another about the impact of various interventions and are guided by our EAL coordinator. Support is fluid, and can be adapted, removed or added to at any time.
- EAL pupils will be asked to bring a laptop to school on which they have access to the EMAS software we use. This software has a "talking tutor" that allows pupils quick access to content in their mother tongue. [EMAS login: WestbourneSchool10](#), password: Westbourne

#### 4. Types of EAL provision offered

- Pupils with EAL will be given an EAL Passport, which teachers will refer to when planning their lessons. The EAL Passport gives information about the pupil's level in Listening and Speaking, Reading and Writing and gives teachers useful tips on how to support that child with their acquisition of English. It also gives suggestions about how to differentiate appropriately in lessons to ensure these pupils can make progress.
- Often, full immersion into mainstream lessons will be the most successful way of encouraging a pupil to pick up English. When this is the case, pupils are closely monitored by class teachers to ensure progress is being made. EMAS software will be used to aid communication between teacher and pupil.
- Teachers may consider it helpful to share key vocabulary and teaching materials in advance of teaching certain lessons. Where this is offered, pupils will be requested to spend time either alone or with a parent or EAL tutor pre-learning language so that they are better able to access the lesson when it is delivered. Online tools such as Quizlet may prove very useful for interacting with the new language.
- Sometimes, pupils with EAL will be offered additional 1:1 sessions with our specialist teachers or known outside experts, at an additional cost to parents.
- If the child appears to have no specific learning difficulties, but is struggling to pick up English via mainstream lessons, we may advise parents to seek additional 1:1 EAL support outside of school. We can help advise on agencies/individuals who can provide this.
- For those pupils not requiring intensive 1:1 support for EAL, but who need some intervention, we may buddy them up with a Reading Mentor, an older pupil who hears them read and offers support. Where possible we try to give them a mentor who has some knowledge of their first language with the aim of helping both the mentor and the pupil receiving support feel more included and valued.
- Pupils in Key Stage 4 can, where relevant, be offered specific access arrangements in examinations, such as the use of a bilingual dictionary or EMAS software to support them.

#### 5. Responsibilities

It is the responsibility of all staff members to monitor the progress of our pupils with EAL. It is everyone's responsibility to ensure they have a recent copy of the EAL passport, and that this is adhered to in lesson planning. It is the EAL Coordinators responsibility to share an individualised EAL passport for all EAL pupils with teaching staff. If a teacher has a concern about a pupil with EAL's academic progress, in the first instance they should communicate this to the EAL Coordinator. The EAL Coordinator will assist them in evaluating their lesson planning to ensure they are experimenting with a range of inclusive strategies. **If they feel that adequate progress is not being made after this point, it is the individual staff member's responsibility to speak with the SENCo about next steps**, which may include one or more of the above interventions (see Section 4) being put in place.

This policy was updated by Mrs Becky Wilcox (EAL Coordinator and Senior Teacher), in September 2021, and is due for review in September 2022.

Signed: John B Hicks

Date: 21st September 2021