



POLICY FOR EAL PROVISION

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V1	January 2023	Jay Edmunds-Grezio	Creation
V2			
V3			

Rationale

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language. That is, students who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school. Throughout this policy, and in other related policies and documents, these students are referred to as “EAL students.” Wymondham College EAL students are generally from a range of backgrounds and will have different linguistic backgrounds and exposure to English Language and culture. Our EAL provision will also assess if those students with a statement of SEN or an EHC plan require further support (see Learning Support Policy). Additional information will be sought from parents and guardians to assist in identification of additional learning needs.

Context of School

EAL children will generally board at the College during term time. House staff who are in locus parentis are sensitive to the different social and cultural backgrounds of the children. They have a duty to integrate the children into the British culture and boarding life while retaining their own social and cultural values.

Objectives

The objectives of the **EAL Policy** are to:

1. Implement a clear approach to identification and provision for the College’s EAL students.
2. Ensure that progress and attainment of all EAL learners is closely monitored and intervention measures when required are available.
3. Develop a programme of specialist support for early learners of English as well as more advanced EAL students to enable them to access the curriculum and flourish within it.
4. Establish a stress-free learning environment for our EAL students and ensure they have a voice across the College.
5. To seek and make use of appropriate advice, guidance, support, and training by developing partnerships with pupils, parents and guardians as well as outside agencies.
6. Provide regular training opportunities for specialist EAL staff and updates on good practice for all staff.

Underlying Principles

- Our EAL students are entitled to opportunities for educational success that are equal to those of our English-speaking students.
- EAL students are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL students.
- The multilingualism of our EAL students enriches our school and our community.

- To become fully competent in the use of curriculum/academic English is a long process; students require long-term support.
- Having a home language other than English is not a “learning difficulty”.
- EAL students are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs.
- Reasonable steps will be taken to provide opportunities for children to develop and use their home language and where possible gain a qualification in that language alongside English Language.

EAL Register

An EAL flag has been created on Schoolbase and is updated regularly. A detailed EAL register is produced and updated by the EAL Learning Lead. This is shared with staff across the College. Mainstream students on entering the College sit an initial diagnostic assessment to identify the potential need for support. All test results including areas for improvement and intervention measures are recorded.

A. Main School

All EAL students will sit a one-hour adapted version of the Cambridge PET or KET reading and writing test (KET Y7 & 8, PET Y9). The final score is converted into a Common European Framework of Reference(CEFR) grade level between A1 and C2.

B. Sixth Form

Sixth Form EAL students will sit a 45-minute diagnostic writing test based on the format of the IELTS academic writing task. The score is translated into an IELTS Writing Band Scale, which in turn is converted into a Common European Framework for Languages (CEFL) grade level between A2 and B2.

EAL Teaching and Learning

The College is committed to providing Quality First Teaching for all students. Within all lessons that contain EAL students, staff are expected to tailor teaching to ensure EAL students are able to engage in learning, make progress and access support when required. (Linked to standard 5 of DfE T&L standards). EAL teachers able to support and advise staff.

All EAL students entering the College in Year 7 and 8 will be offered at least 6 weeks of language support regardless of their score on the adapted PET test.

Adapted KET or PET test score	Census grade	Support offered	Monitoring
0 – 40%	A (new to English) and B (early acquisition)	Weekly small group sessions – withdrawal from non core subjects	Re-test once a term and collation of PR grades
41 – 70%	C (developing competence)	Weekly small group sessions	Re-test once a term and collation of PR grades
71 – 80%	D (competent)	EAL Line lead to explore PR results and discuss with class teachers and offer support as required inc. 6 week cycle of support	Analysis of PR grades if support is offered
81 – 100%	E (fluent)	Students contacted and are able to make appointments for one off support	

Content within sessions will link to year group and test score. EAL teachers will focus on reading comprehension, expanding vocabulary, understanding grammar, applying writing skills, understanding academic terminology, and building confidence in spoken English. As a broad overview the programmes used are:

- Y7 and Y8 Headway Level 1 – 3
- Y9 Headway, Grammar in Use and AQA GCSE English Language
- Y10 and Y11 AQA GCSE English Language
- Y12 and Y13 IELTSs

Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' learning and success.

Admissions Officer

To obtain, collate and distribute information on new students to relevant staff. This includes:

- Date started education in English speaking school.
- Language(s) spoken at home.
- From the previous school, information on level of English studied/used.
- Details of curriculum at previous school.

The EAL teachers and Vice Principal (Achievement and Progress) are the members of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our College's work.

Responsibilities include:

- Sharing policy with all staff and stakeholders.

- Maintaining the EAL register.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Responding to requests for information about EAL students.
- Ensuring that EAL students are integrated into mainstream classes and have full access to the curriculum.
- Providing specialist EAL provision through specialist teaching where required which may include withdrawal support.
- Ensuring that all staff are regularly updated about latest strategies in planning for and teaching EAL learners.
- Liaising with outside agencies to improve the overall quality and effectiveness of EAL provision at the College
- Preparing pupils for International English Language Testing System (IELTS) where required for entry into university.

Review of Policy:

This Policy is reviewed annually.

Reviewed by: Jayne Edmunds-Grezio (Vice Principal Achievement and Progress)

Reviewed on: January 2023

Next Review: January 2024