



**Shoeburyness High School**  
a member of  
**Southend East Community Academy**  
**Trust**

# **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

*'Building Strong Partnerships, Building Strong Community,  
Building Strong Schools'*

Status:	Recommended
Updated:	February 2023
Next Review date:	February 2024
Reviewed and monitored by:	AHT Inclusion

Signed by Chair of the Academy Committee: *K Howard*

*'Our vision is to enable all our students to become confident and independent learners so they can reach their full potential, whatever their ability and be proud of their achievements.'*

## **1. EAL (English as an Additional Language)**

We at Shoeburyness High School believe that all our students should have access to a broad and balanced curriculum. We aim to make all children proud of who they are and of what they bring to school. We are positive in our attitudes towards all our students, encouraging them to maximise their potential. We believe that successful inclusion results in happy students making progress academically and socially.

**It must be noted that a student for whom English is an Additional Language is not necessarily deemed as having Special Educational Needs.**

**It is within the remit of the Learning Support Department to support students who have EAL. It is the responsibility of all teachers to plan for the inclusion of students with EAL within their lessons.**

## **2. Identification**

Pupils who have English as an Additional Language (EAL) are identified as soon as they enter our school. The Special Educational Needs Coordinator (SENCO) receives information from the feeder Primary schools. The SENCO and Assistant to the SENCO (also the EAL Co-Ordinator) also examine the list of new admissions to identify children who have EAL. The students are recorded on our MIS (Management Information System).

Students who arrive mid-term are normally identified via the learning support department screening process and information provided by the administration department dealing with admissions.

## **3. Assessment and monitoring**

Initially, the person with responsibility for EAL (EAL Co-ordinator), currently the Assistant to SENCO, assesses the students' English Language levels in accordance with the Bells Foundation. Since September 2016, the students are required to be assessed for a level of proficiency in English with coding from A, new arrival, non-speaker to E, proficiency equal to a native speaker. This assessment process also involves classroom observations of the students and can take up to two weeks to complete. In the classroom, we observe how the student is engaged with the learning and how they interact with the teacher and their peers.

Monitoring and reviewing progress regularly ensure that the most appropriate strategies are in place for each student thus allowing them to maximise their potential at every stage of their secondary school life. The students are assessed termly by the EAL Coordinator. The subject teachers closely monitor academic progress. If a pupil is not making adequate progress, then

additional support from the Learning Support Department will be sought. This support may be in the classroom alongside peers of similar academic achievements, 1:1 or small group intervention. We use assessment tools to identify those EAL students who also have special educational needs. If the pupil has Special Educational Needs, then a meeting will be held with the parent, LSA, and SENCO and an Individual provision map will be written to reflect difficulties in both language acquisition and learning.

#### 4. Provision

- **Named Key worker:** Miss. Carol Kemp (EAL Co-ordinator) has responsibility for supporting children with EAL. She holds the TESL qualification.
- **Immersion** has been adopted by Southend Local Authority and therefore we follow their guidelines. The 'immersion strategy' or 'mainstreaming approach' is placing all new EAL arrivals (irrespective of their English language skills) in **mainstream** classes.
- **Small withdrawn groups.** If required, students acquiring EAL are supported by an LSA at least once weekly within a small withdrawn group. Pupils who are in the earliest stages of acquiring English may be withdrawn more frequently. These pupils follow a structured Language learning course in conjunction with bespoke activities. Whilst immersion in the language is essential, it is important that pupils are taught standard English; they will acquire the local dialect or colloquial terms from their peers.
- **In-class support.** Students are supported within classrooms by LSAs providing further explanations.
- **Strategies for teaching EAL students:** Subject teachers are furnished with a classroom tips list to enhance the provision they make within their lessons to address the specific needs of these pupils.
- **Chatterbox Group.** A small informal session provides an opportunity for EAL pupils to develop and improve their speaking and listening skills, and to mutually support each other whilst they are learning English. This group runs as necessary to meet pupil need.
- **Buddy system.** Pupils are found a "buddy," who is a positive role model with regards to language use and appropriate behaviour patterns. Wherever possible it is preferable, although not essential, for the "buddy" to speak or be familiar with the pupil's first language.
- **Strategy sheet.** Devised for early-stage learners and bespoke to their needs. Informs staff of the students' capabilities/difficulties and advises Quality First Teaching strategies targeted to the students' needs. In relation to EAL, the information will include specific areas of difficulty which may be caused by the differences in the languages.
- **Vocabulary book** of subject specific keywords in simple accessible language with spaces provided for first language translations if necessary and practicable.
- **Access arrangements** for external set exams are secured.
- Student who are at **the initial stages of acquiring English require intensive intervention and will be withdrawn daily for 30 minutes to one hour.**

## **Resources**

Bilingual dictionaries  
CGP EAL for ages 11- 16 workbooks  
Speaking in Sentences  
Reading Workshop  
Alpha to Omega worksheets  
Picture Banks  
Grammar textbooks  
Chatterbox language resource boxes  
Internet/ICT/google translation tool  
Props box containing objects to promote vocabulary and understanding.  
“Chatterbox” language programme and resources  
Ravens Matrix  
Bi/multilingual students and staff.

### **5. SENCO's role:**

- Oversee the role of the EAL Co-ordinator
- Feedback to Senior Management Team and governors
- Advise/support subject-teachers and Learning Support Assistants

### **6. EAL Co-ordinator's role:**

- Identify and assess students
- Advise/support subject-teachers and Learning Support Assistants
- To liaise with teaching staff.
- To devise and deliver Language Learning Programme
- Lead and coordinate intervention team
- Train staff within school

### **7. Subject teachers' role**

- To monitor academic progress.
- To plan inclusive lessons so that EAL students can access learning opportunities
- To use various teaching strategies e.g., use visual aids, etc to promote understanding
- To inform SENCO/ EAL Co-ordinator of any concerns.
- To liaise with EAL Co-ordinator.

### **8. Learning Support Assistants' role**

- To work under the direction of the subject-teacher supporting students acquiring EAL in class.
- To deliver intervention as recorded on the Language Learning Programme
- To feedback to EAL Co-ordinator.