



## LOCKERS PARK SCHOOL SB

# WHOLE SCHOOL ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY AND PROCEDURES

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**This Policy and Procedure document provides an overview of the structure and day-to-day running of the English as an Additional Needs department. It also describes how the EAL team are expected to carry out their duties.**

## **Definition of a student who is learning English as an Additional Language**

Except for Latin and French language classes, the language of instruction at Lockers Park is English. Students who require additional English language teaching in-order to access the curriculum successfully are provided with English as an Additional Language (EAL) support.

Students who are not native English speakers but who are nevertheless fluent in English and have age-appropriate literacy skills (in English) are identified on the register of need however, they do not access any additional support.

## **Aims and Philosophy**

Lockers Park welcomes students from different ethnic and linguistic backgrounds and believes that such diversity enriches our student population.

Lockers Park recognises that language is best learnt in context through communicative and functional use, and that its curriculum is an obvious provider of context.

Lockers Park recognises that it should only admit those students for whom it can make adequate provision.

At Lockers Park we understand that meeting the needs of our EAL students, especially those who are Third Culture Kid's go beyond simply differentiating for student varying degrees of language acquisition.

Lockers Park recognises that many of the principles and practices of Content, Language and Integrated Learning (CLIL) should be the focus of its EAL support programmes.

## **Focus of the EAL Support department**

1. To provide support to its EAL learner in the following 4 domains in line with their individual needs:

- Listening & Understanding
- Speaking
- Reading
- Writing.

2. To provide support for students that aid their language acquisition journey from BICS (Basic Interpersonal Communication Skills) to CALPS (Cognitive Academic Language Proficiency).

3. To support teachers in terms of differentiation and teaching strategies to meet the needs of the EAL students in their class.

**The Lockers Park EAL Provision Model ensures that student's language, academic, wellbeing and cultural needs are considered and met holistically across all areas of school life. As such the school has adopted the following framework to meet student's needs.**

## **Organisation**

EAL at Lockers Park is part of the Special Educational Needs (SEN) dept. It is important to state that all teachers should consider themselves to be teachers SEN. The SEN dept is there to support them in this goal.

EAL staff will be required to work in conjunction with other members of the SEN department including being part of multi-disciplinary meetings, working alongside class teachers and pastoral leaders, supporting admissions or running professional development in areas of experience or expertise.

Where appropriate, staff within SEN are expected to work across different services when there is an identified need, and where qualifications and experience allow. This provides a flexible staffing model that allows the EAL Coordinator to deploy staff to best meet the diverse needs of students within its cohort.

## **Enrolment**

Decisions about the admission of students who require support as EAL students are generally made by the Director of Studies and Head of School. The EAL Coordinator plays a key role in the assessment and recommendation process. However, the final decisions regarding the entry of any new student into the school rests with the Head of School.

Students with EAL needs are accepted into the school on a case-by-case basis. The needs of the child and their families are considered against current levels of staffing, expertise and resources within the school.

In order, to ensure the best possible teaching and learning environment for its students, Lockers Park reserves the right to limit the number of students with EAL needs in any class or year group.

Except in exceptional circumstances, once a child has been formally offered a place at Lockers Park the school is then committed to educating that child. However, when a student is not accessing and responding to the curriculum in a meaningful and productive way, the school holds the right to place a student on a Placement Support Programme (PSP) to ensure that a correct placement decision is made to support the child's learning.

## **Admissions procedures**

Potential students' EAL needs are identified via the admissions procedure; submission of previous school reports, home language information, years taught through English instruction and their initial interview and admissions assessment allow the school to assess their language acquisition needs.

Where a student's background suggests that they are EAL learners and previous school report identify that they are still acquiring English language. The EAL Coordinator is invited to look at the student's application. If further information is needed, where possible the admissions team will arrange an appropriate time for the candidate and EAL teacher to meet with the child to administer the appropriate Flash Academy test, so the school is able to understand the student's EAL needs and ensure they are able to support these appropriately. The EAL Coordinator will complete the Flash Academy Assessment and make recommendations based on the student's EAL levels and resources available to meet those student's needs.

Where a student has been identified as having EAL needs through the admissions process, an EAL teacher is expected to assess the child within the first two weeks of their schooling.

## EAL PROVISION

### Early Years:

Students' EAL needs in the EYFS will most often be met by the developmental language needs of the curriculum. On occasion, students may require explicit support to acquire appropriate classroom and communication language.

### Key Stage 1:

Students in KS1 will usually study Kids Box and/or Global English together with McMillan Grammar programs supported by appropriate resources with Content, Language and Integrated Learning (CLIL) combined to meet their language acquisition and curricular needs. These programmes will be delivered through a combination of withdrawal and/or in class-support, which will be agreed upon with the class teacher and parent (based on timetabling and faculty resources). Tier 2 and 3 support will be funded by parents / families and will either take place in small group support or 1:1 lesson.

### Key Stage 2:

Students in KS2 will usually study The Kids Box, Cambridge Global English and / or McMillan Grammar program supported by appropriate resources with CLIL combined to meet their language acquisition and curricular needs. These programmes will be delivered through a combination of withdrawal and/or in class-support, which will be agreed upon with the class teacher and parent (based on timetabling and faculty resources). Tier 2 and 3 support will be funded by parents / families and will either take place in small group support or 1:1 lesson.

### Key Stage 3:

Ordinarily, EAL students in KS3 follow the Cambridge Global English programme and McMillan Grammar program relevant to their age using appropriate CLIL resources, to meet their language acquisition and curricular needs. Where there is an identified need, EAL lessons will be offered in Lieu of Latin in Years 7 and/or 8. These programmes will be delivered through withdrawal classes as resources allow and as agreed between the school and parent, and differentiation and scaffolding strategies practised by mainstream class teachers. Tier 2 & 3 EAL support will be funded by parents/families and will either take place in small group support or 1:1 lesson.

Phase	Programmes		
KS1	Kids Box Introductory – Level 2	McMillan	CLIL
KS2	Kids Box levels 3-6  Global English levels 3-6	Grammar  1-4	CLIL

KS3	Cambridge Global English  Levels 7-8	McMillian  Grammar  5-6	CLIL	
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### **Response to Intervention (RTI)**

The EAL team practices a Response to Intervention (RTI) provision model, which is a multi-tier approach to the identification and support of students who require EAL teaching.

Due to the nature of a boarding school that welcomes international students, there may be several bi-lingual students who attend Lockers Park. Most of these students have sufficient levels of English language proficiency and their needs are met through mainstream teaching. However, on occasion students may need additional EAL tuition during the school day, evening or weekends. EAL Support varies depending on the tier of support and the age of the student. The tier is decided upon after collating information from EAL assessment and performance of the child in their curricular learning.

The diagrams below detail the processes that a child is likely to go through when receiving assessment, support and review cycles. The Response to Intervention (RTI) model clarifies steps in the RTI procedure, and the process of what happens next.

## TIER PROVISION

### TIER 1: PROVISION

Teacher has concerns about a student's progress. The teacher uses appropriate differentiation to support.

If differentiated learning is unsuccessful. The teacher will inform parents and regarding their concerns and complete a RFI.

EAL Coordinator liaises with parents and seeks permission to administer EAL assessment.

EAL Coordinator provides feedback to teachers and parents based on assessment findings. The student can then be offered either Tier 2 or Tier 3 provision.

Upon later entry to Lockers Park, EAL students will be assessed, using the Flash Academy assessment.

### TIER 2: PROVISION PROVISION

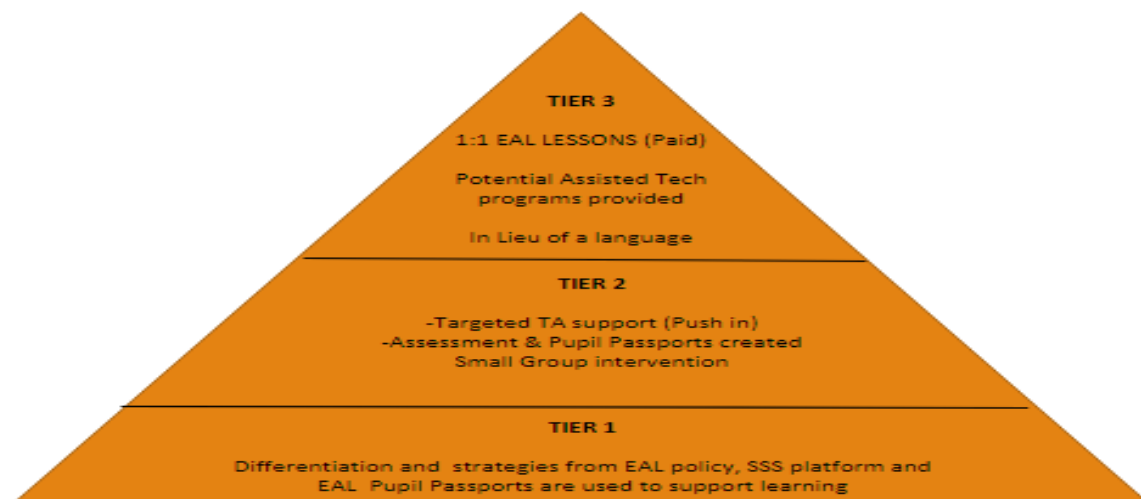
Student enters Tier 2 provision, the majority of students will have entered the Cognitive Academic Language Proficiency Skills (CALPS) phase of language acquisition. EAL Pupil Passports will be created to monitor progress. Support will come in the form of group and/or 1:1 lessons

### TIER 3:

The majority of students who receive Tier 3 provision are functioning at Basic Interpersonal Communication Skills (BICS) phase of language acquisition. They will receive 1:1 with a member of the EAL dept. EAL Pupil Passports will be created to monitor termly progress.

Pupil passports are continuously updated and a reduced curriculum is considered to support student's needs. On rare occasions a Placement Support Plan (PSP) will be implemented to understand to what extent the student can access and

Students with EAL and SEN needs will also have an SEN passport and will be jointly supported and assessed by the SENCO and EAL Coordinator.



## **Request For Involvement (RFI) for EAL students**

Teachers may at any time be concerned by the lack of progress of an individual student and may be concerned that this is due to a student's English Language acquisition needs. Teachers can at any point refer students to the EAL coordinator by completing the EAL Request for Involvement form.

## **Re-referring pupils who have been taken off the EAL register**

Except in exceptional circumstances, pupils who have exited the EAL programme may not be re-referred to the EAL team for a period of 3 months. This will allow time for the teaching staff to monitor the student's progress. After which time the student can be re-referred directly to the EAL Coordinator. No additional paperwork needs to be completed in this case.

If a student has exited the EAL programme for an entire academic year or more, the teacher making the referral must complete a new request for involvement.

## **EAL Pupil Passport**

At Lockers Park, the development of a Pupil Passport (EAL) is the responsibility of the EAL Coordinator. However, class teachers have a responsibility to follow guidance and implement strategies that are identified within the PP. Generally, EAL Pupil Passport will be written at the start of the Term 1 and reviewed and revised as appropriate throughout the year. EAL Pupil Passports are intended as a resource to monitor progress and for class and subject teachers to use as an aid to differentiation and in their teaching of subject, content and language to EAL students.

An EAL Pupil Passport will show a student's level of English language proficiency according to Flash Academy assessment. This will include targets for each language domain and recommended teaching and learning strategies, and other relevant comments. EAL Pupil Passports are written by members of the EAL department but are overseen by the EAL coordinator.

## **EAL Monitoring forms**



## EAL Assessment

The primary means of assessment of the school's EAL learners will be the Flash Academy assessment, which is based on a continuum of language development within each language domain (listening & understanding, speaking, reading, writing).

**A student's score for each language domain will be translated into an overall proficiency level of A to E.**

### English proficiency levels.

**A: New to English:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

**B: Early acquisition:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

**C: Developing competence:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

**D: Competent:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

**E: Fluent:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Ordinarily, a student will need to achieve overall proficiency **Level E** will be considered for exit from an EAL programme. However, a student who is achieving well in the curriculum and at a **Level D** score will be considered for exit. It should be noted that no one assessment tool can capture the range and complexity of a student's classroom experience, therefore decisions regarding a student's placement will not depend solely on the Flash Academy model alone. Rather, they will include other evidence, such as:

- performance in internally designed EAL curriculum and assessments
- performance in academic content assessments
- cross-curricular report grades
- teacher recommendations
- school baseline data assessment results

**EAL Students will be assessed upon their arrival to the school and within the first 2 weeks of joining Lockers Park. After this, students at Level C or below will be assessed termly, to measure progress and provision map for tiers of support and updating of Pupil Passports.**

## **Guidance for All Staff**

All staff have responsibilities for meeting students EAL needs.

Students who are learning English as an Additional Language need:

Positive attitudes from all staff.

A climate of warmth and support in which self-confidence and self-esteem can grow and in which students with EAL can experiment without fear of criticism or failure.

Partnerships between home school and outside agencies (where appropriate).

It is the responsibility of all staff within the school to meet the learning needs of the children within their classes, regardless of the tier of EAL provision. A partnership and a collegial approach are of greatest importance between EAL staff and class teachers.

## **Differentiation**

All teachers are expected to differentiate to meet the individual needs of students who have EAL. Differentiation for EAL students means teaching a student to match their way of learning, and consideration of the student's individual learning needs. Students make progress at different rates; not all students learn in the same way and thus, need to be taught using different teaching strategies. Teachers are advised to seek guidance to differentiate for EAL students from EAL specialists. The EAL Pupil Profile is linked to Flash Academy and details differentiation and strategies and targets to support EAL student's needs at individual and cohort level.

## **Placement Support Plan (PSP)**

The Placement Support Plan (PSP) is school-based intervention that draws upon the knowledge and skills of a group within the school community. Ideally, the PSP may require input from the student, their parents, other staff (including social and emotional / counsellor, or members of the Senior Leadership Team.

This co-ordinated intervention is discussed and agreed upon by those at attendance, with the aim of improving social, emotional and/or learning behaviours that lead to positive self-worth and self-actualisation of the student in the school environment. However, it also helps in making a placement recommendation/decision if it is felt that the school is not the best learning environment for the student's needs.

Members of the EAL team may be required to play an active role in a PSP process: meeting

with families, making recommendations and providing evidence to address whether the student is able to access and respond appropriately to the learning environment at Lockers Park.

## **Report Writing**

EAL teachers will write reports to parents in line with the schools reporting guidelines. This will give teachers the formal opportunity to inform parents of progress made. EAL reports will only be written for students who receive Tier 2 or 3 EAL lessons.

## **EXAM ACCESS Limits**

**Bilingual Translation Dictionaries** Bilingual translation dictionaries may be used by candidates whose first language is not English, Irish or Welsh if this reflects their normal way of working in the centre. There are certain examinations in which the dictionary may not be used, e.g. English Language examinations or Modern Foreign Language examinations testing one of the languages of the dictionary. The dictionary may be paper or electronic but must be a standard dictionary, i.e. not contain supplementary information such as pictures or explanations of words.

Dictionaries to be used in examinations must be held in the centre and checked thoroughly before use.

In addition, 10% extra time may be awarded to a candidate for use of the dictionary where the candidate entered the UK within 3 years of the examination with no prior knowledge of the English Language. In such cases the SENCo or EALCo must compile evidence to demonstrate the candidate's eligibility for this arrangement.

## **Workload**

The EAL Coordinator will work in collaboration with the Head of Learning Enrichment and Director of Studies to ensure the effective deployment of all SEN team members throughout the school in terms of workload and responsibility.

## **Cover**

When an EAL staff member is absent, students can return to the main class lesson when it is not disruptive to the class or the child's learning. Cover will need to be supplied for lessons where students are withdrawn from a curriculum subject and study EAL in lieu of Latin.

## **Policy Review**

This policy will be reviewed every 12 months by the EAL Coordinator, SENCO and SLT.