



## EAL Statement

### Rationale

This Statement is to be read in conjunction with The Equality and Diversity Policy. It determines the Teaching and Learning principles and other provision in place to support EAL students at Bournside.

### Definition

The term EAL is used to refer to students for whom English is an additional language. A student will be recorded as EAL if their first language (L1) is **known or believed to be** other than English and they continue to be exposed to that language in the home (LH) or in the community.

We recognise that this is not a homogenous group but instead encompasses those from complete beginners to advanced bilingual. At the same time, even those at the same stage of English language acquisition will have different backgrounds and needs. EAL students will therefore have varying degrees of difficulty in accessing the full curriculum.

### EAL students may

- Be newly arrived from a foreign country and school where they have not spoken English before.
- Be newly arrived from a foreign country, but have attended an English-speaking school.
- Not have spent much time at school / an educational setting.
- Have been born abroad, but moved to the UK at some point before starting school.
- Have been born in the UK, but in a family where the main language is not English.

### Cheltenham Bournside School's Context

There are over 50 different languages spoken by our school community (by over 400 students), the most common being, Polish, Cantonese, Romanian and Arabic. Information about the current EAL cohort, including first language (L1) and home languages (LH) is made available to teaching and support staff.

### Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to Bournside.
- To implement whole-school strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

- To be able to assess the skills and needs of students with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and use data to inform classroom management, curriculum planning and the setting of targets.

## Principles

- Our school seeks to ensure that all students are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL students should be encouraged to play a full part in all learning opportunities.
- EAL students make the best progress within a whole school context, where students are educated with their peers. However, those who are very new to English may have weekly timetabled 1:1 and small group English language intervention with the EAL Coordinator.
- The school environment promotes language development through the rich use of language.
- The school structure, pastoral care and overall ethos help EAL students integrate into the school whilst valuing diversity.
- There is an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue.
- The language development of all students is the responsibility of all teachers and support staff.
- There will be liaison between classroom teachers, EAL Coordinator, the Learning Support Department and other relevant agencies regarding students' needs and access arrangements.
- Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and student grouping.
- We are ambitious for all our students but recognise that, based on an assessment of the proficiency of language, a modified curriculum such as a reduced number of GCSE subjects may be appropriate.

## Identification and Assessment

- Identification and assessment is carried out with the purpose of providing the most appropriate provision for each student.

### **In assessing the nature and extent of the student's grasp of English the following methods may be used**

- Information from the application form.
- Information from interviews with the student, parents/guardians.
- Information from the previous school.
- Information from an English evaluation carried out at the student's induction.
- Information from the EAL Learner profile.

## Teaching and Learning

Classroom teachers have responsibility for ensuring that students can participate in lessons and will have awareness of good practice in providing for EAL students within the classroom setting. Our school aims to address the needs of EAL students within the classroom. However, there will be times when it will be appropriate for students to have a bespoke programme to receive focused support.

### **Strategies that teachers deploy to meet the needs of EAL students may include**

- ensuring that students have the necessary equipment to support their learning i.e. iPad or bilingual dictionary.
- scaffolding work based on students' language needs, including homework.
- employing a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context.
- having high expectations, expecting students to participate in all classroom activities/tasks.
- monitoring progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks.
- appreciating that EAL students need more time to process answers and to complete extended work.
- recognising that the level of Language required for academic study (CALP - Cognitive Academic Language Proficiency) can take up to 7 years to acquire.
- acknowledging that the explicit teaching of Tier 2 and 3 vocabulary is important for all student but is vital for EAL students.
- allowing students to use their mother tongue to explore concepts when appropriate.
- giving newly arrived students time to absorb English bearing in mind that there may be a "silent period" of up to a year when those new to the language understand more English than they use.
- grouping students so that EAL students hear good models of English.
- using collaborative learning techniques.
- being aware that EAL students may also have Special Educational Needs.

### **Support provision**

- The EAL Coordinator and the Learning Support Department will assess students' needs as soon as possible to include Access Arrangements. This information will be shared promptly with staff on ClassCharts and recorded on Provision Map.
- EAL students who require more support in class will have an EAL Support Plan that is shared with the students' teachers.
- 'EAL Social Sessions' run by the EAL Coordinator to increase confidence and empower EAL students who are new to the UK (including a specific weekly session for our Ukrainian students).
- Homework Club can be accessed every day after school.
- Heads of House and other pastoral staff will be aware of students' language and emotional needs and the impact this may have on their welfare. Newly arrived EAL students attend induction with the EAL Coordinator and are be assigned buddies to support their transition.
- The EAL Coordinator has an open-door policy for students during non-teaching school hours.