
ENGLISH AS AN ADDITIONAL LANGUAGE POLICY (EAL)



The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an Additional language. At Benenden, we seek to ensure that students for whom English is an additional language are enabled to achieve their academic potential and become proficient in speaking, reading and writing in English.

In defining EAL we have adopted the following definition:

'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school; or
- Born in the UK, but in a family where the main language is not English.

It is recognised that EAL pupils will need varying levels of provision.

Aims

- a) To ensure all students at Benenden, whatever their first language, have full access to the curriculum, both within taught lessons and beyond.
- b) Specifically, to ensure that all students are able to do justice to their academic ability in examinations; that they are able to understand in lessons, revise and convey on paper or in oral tests the information they have learnt; to express ideas and opinions without detrimental limitation of language or vocabulary; to deduce, apply and analyse within their intellectual capabilities.
- c) To facilitate integration with other students and participation in activities, so that they may play a full part in the life of a boarding community.
- d) To be prepared for the opportunities, responsibilities and experiences of life both globally and in British society and gain an understanding of fundamental British values, in the same way as students without EAL needs.
- e) To ensure that students can communicate any personal, social or academic problems to others effectively and with confidence and that they fully understand all rules and safety procedures.
- f) To ensure that by the time university applications and interviews are reached, students can express themselves with confidence, accuracy and maturity and, as far as possible, are not disadvantaged by the fact that English is not their first language.

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Procedures ***Identification***

- a. Facility with spoken and written English is a requirement of entry to Benenden and we would not expect to admit pupils below Level D on the chart below.
- b. Identification and assessment of EAL needs is carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of the pupil's grasp of English the following methods may be used:
 - Information from the application form;
 - Information from interviews with parents/guardians;
 - Information from initial assessment papers; and via an interview with the pupil
 - Information from the previous school.
- c. Parents are asked to declare after acceptance and before entry whether their daughter has EAL needs or has a language other than English as their first language.
- d. All students with a language other than English as their first language, or who have been assessed as in need of EAL support via the admissions tests, are screened within the first weeks at school to determine whether support in order to fully access the curriculum is needed.
- e. Students who are later identified as being in need of support or whom it is felt would potentially benefit from it can be referred to the Academic Support Department by their subject teachers and support provided at any point during their time at school.
- f. A register of EAL pupils (identifying stages) is maintained centrally by the school and monitored by the Head of Academic Support.





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EAL Classification Codes

The Department for Education uses the following EAL classification codes. These are the reference points for students on the EAL register.

 <p>NEW TO ENGLISH</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> • Use first language for learning and other purposes. • Remain completely silent in the classroom. • Be copying/repeating some words or phrases. • Understand some everyday expressions in English but may have minimal or no literacy in English. <p>Needs a considerable amount of EAL support</p>
 <p>EARLY ACQUISITION</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> • Follow day-to-day social communication in English and participate in learning activities with support. • Begin to use spoken English for social purposes. • Understand simple instructions and can follow narrative/accounts with visual support. • Have developed some skills in reading and writing. • Have become familiar with some subject specific vocabulary. <p>Still needs a significant amount of EAL support to access curriculum</p>
 <p>DEVELOPING COMPETENCE</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> • Participate in learning activities with increasing independence. • Be able to express self orally in English, but structural inaccuracies are still apparent. • Be able to follow abstract concepts and more complex written English. • Literacy will require ongoing support, particularly for understanding text and writing. <p>Requires ongoing EAL support to access curriculum fully</p>
 <p>COMPETENT</p>	<ul style="list-style-type: none"> • Oral English 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. <p>Needs some/occasional EAL support to access complex curriculum material and tasks</p>
 <p>FLUENT</p>	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. <p>Operates without EAL support across the curriculum.</p>

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Provision

Provision for learning needs is best expressed in terms of 'learning support' - an umbrella term indicating the provision for a variety of types and levels of need, including SEND, EAL and Higher Achieving Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for those responsible for teaching these pupils, and supplementary provision.

Students identified as at need of support are offered extra tuition with an EAL tutor. Within this structure, the following support is supplied:

- a. Individual tuition with an assigned, qualified EAL tutor for a time per week deemed appropriate, usually 60 minutes, occasionally more. There is currently a charge for this tuition.
- b. General support with academic content across the curriculum, and support strategies identified in Teaching Points (an IEP) for class teachers to access and use.
- c. Curriculum modification may be offered where necessary.
- d. The school environment promotes language development through the rich use of language.
- e. Mock interviews, coaching for tests and examinations where appropriate, e.g. IELTS, SATs or TOEFL for university entrance.
- f. Bilingualism is viewed as a positive and life enriching asset. Bilingual students are encouraged to take qualifications in their first language where possible and lessons for this will be provided by external tuition which is chargeable in the case of a non-curriculum language. Where a student is bilingual or an advanced learner in French, Spanish or Mandarin, tuition is provided for free as long as this forms one of the student's two curriculum languages. For other languages, tuition is chargeable.

Monitoring

- a. Progress is monitored by the EAL tutor (if one is assigned) and Academic Support department as well as the student's tutor and Hm, and regular reports written, and support adjusted as progress continues.
- b. The progress of EAL students is analysed as a sub-group during usual monitoring processes after reporting points and school or public exams.
- c. If the student's progress is felt to be equal to that of the cohort, and that their EAL needs are not adversely impacting progress, specialist support may be discontinued.

Source of information

The NALDIC website is the main source of information for all matters connected to EAL provision: <https://naldic.org.uk/>

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Monitoring of this Policy

This policy is monitored through

- Visits to the Academic Support department
- Work scrutiny
- Observation of recorded lessons
- Analysis of exam results
- Scrutiny of assessments
- Surveys of students and parents

Responsibility for monitoring of the EAL policy lies with the SENDCo/Head of Academic Support, and the Deputy Head - Academic. The policy is published on the school's website. It is a regulatory requirement of the ISI.

Reviewed LAT February 2018
Reviewed SMT 2 March 2018
Reviewed AEH 16 January 2020
Reviewing SMT 17 January 2020