



Emanuel School

# English as an Additional Language (EAL) Policy

## English as an Additional Language (EAL) Policy

### **Introduction**

This policy has regard for the Equality Act 2010 which expects schools to promote equality of opportunity for pupils whatever their race, religion or belief (as well as other protected characteristics), and the Race Relations (Amendment) Act 2000 which requires that all schools with pupils with English as an additional language have clear procedures for the provisions for such pupils at their various stages of development.

### **Definition**

An EAL learner is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration. (*DfE Schools Pupils and their Characteristics*, July 2020).

### **Background**

Emanuel School draws from a wide range of pupils from various cultural and linguistic backgrounds. The admissions criteria require a good command of English in the written examination and at interview; however it is recognised that some pupils may have learning needs related to their command of English as it is an additional language.

The school aims for all EAL pupils to be able to:

- use English confidently and competently
- use English as a means of learning across the curriculum
- celebrate their culture and other languages in several areas across the school

### **Identification**

A pupil is identified as speaking other languages when this is disclosed on their application to the school. This information is shared with a named person in the Learning Support department who contacts each pupil via their tutor to ascertain the number of languages they speak and whether they feel they have difficulty expressing themselves in English and feel they need additional support. In addition, the English department monitor pupils' written output and refer pupils about whom they have concerns to the Learning Support department.

Additionally, all pupils joining the school are asked to complete a questionnaire, either as a cohort, if it is a school entry point (Y6, 7 & new joiners to L6) or individually if joining the school at another point.

### **Educational and Welfare Provision**

For all pupils consequently identified as EAL, a list of pupils and the languages they speak is created, by year group and is accessible to all teaching staff on request. EAL pupils are identified on EMA with an 'ear' icon, so that teachers are alerted that they might have specific language needs.

Teachers are also provided with practical strategies to support EAL pupils, which can be found in the EAL section of Learning Support on Firefly.

### **Meeting the Needs of EAL Pupils**

The parents of pupils who are identified as requiring additional support because their English language skills are below expectations will be contacted, and a request for them to be assessed by a specialist one to one EAL assessor, who has an established relationship with the school, is made. The specialist assessor writes a full report on each pupil, which details their linguistic strengths and weaknesses in English and offers a practical action plan for subject teachers, to support their EAL needs more effectively. These reports can be found on EMA in the SEND section.

### **Special Educational Needs**

Provision for EAL pupils falls within the remit of the Head of Learning Support/SENCo. The school clearly distinguishes between EAL and special educational needs and recognises that most EAL pupils requiring additional support do not have SEND needs. However, should SEND needs be identified, EAL pupils will have equal access to the appropriate provision from the Learning Support Department. Similarly, the school recognises that there may be EAL pupils who are able and gifted even though they may not be fluent in English.

### **Monitoring**

The progress of pupils for whom English is an additional language is monitored via their written output in their timetabled subjects, the year 9 handwriting Screener, conversations with peers and teachers, by teacher referrals and questionnaires and at pupil progress meetings with the Heads of Year.

### **Examination Access Arrangements**

Pupils for whom English is an additional language may use a bilingual word dictionary during lessons and in examinations if they and their teachers feel this is necessary. A clean copy of a bilingual translation dictionary is kept locked in the Learning Support Department to be used only in examinations.

No extra time will be awarded unless the candidate entered the United Kingdom within three years of the time of the examination with no prior knowledge of the English language.

### **Policy Review and Approval**

Policy Owner	Senior Deputy Head
Date of last review	September 2024
Approved by	Cabinet: 26 September 2024 Curriculum Committee: 14 October 2024
Responsible Committee	Curriculum
Date of next review	Summer 2025

### **Related Policies and Documents**

- Admissions Policy
- Curriculum Policy
- Learning Support and Special Educational Needs and Disabilities Policy
- Medical and First Aid Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Provision for More Able and Talented Pupils



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- Pupil Equal Opportunities Policy