Policy

TITLE OF POLICY	English as an Additional Language
COVERAGE	Public
FIRST RELEASE DATE	31/08/2021
LAST RATIFIED DATE	04/02/2022
DATE FOR NEXT REVIEW	31/08/2023
OWNER	Deputy Head of Inclusion
REVIEWER	Deputy Head of Secondary

INTERNATIONAL COMMUNITY SCHOOL
مـدرسة الجـالـية الدولـية

English As An Additional Language

1. Aim

We provide equality of access to the curriculum for all our pupils, including those for whom English is an Additional Language (EAL). This is achieved by a whole school approach, and by direct support from our team of EAL teachers. We welcome and support all new pupils who have English as an additional language such as refugees, asylum seekers, for example, by having in place bespoke programmes to accommodate their needs.

2. Statement of Intent

ICS believes we have created a learning environment that allows all children to experience, understand and celebrate diversity. A learning environment that includes a varied range of teaching and learning strategies, multicultural and multilingual resources, displays and whole school celebrations that embrace a wide range of world cultural events. We recognise the home languages of all pupils and we actively encourage them to maintain and use their home language in the school environment whenever possible. We work hard to ensure we provide an inclusive school culture, a warm and welcoming induction, differentiated classrooms, a continuous assessment process, customised support strategies and parental involvement.

This policy will:
- Ensure support for all new pupils who have English as an additional language;
- Aid identification and provide for the language and learning needs of individual students;
- Enable students with EAL needs to gain full access to the Curriculum;
- Help raise achievement of all EALstudents;
- Support learning at home by ensuring partnership with parents;
- Create a school environment that reflects and celebrates the multilingual nature of the students.

3. Scope

This policy is applicable to all community members (Employees and Governors) involved in the teaching of EAL students.

4. Unique Definitions

EAL Levels refer to the Bell Foundation levels of EAL progression. The Bell Foundation's EAL Assessment Framework for Schools provides a set of standards to assist in establishing English language proficiency and supports teaching and learning by enabling our teachers to generate targets to guide individual learner progress.

5. Processes and Practices

5.1 Referral Process

Before a referral is made, please liaise with the class or form teacher. A referral form must be completed which specifies the perceived difficulty. Referrals may be as a result of data analysis, in-class observations, or general concerns. Upon the completion of a referral form, either by the Head of Phase, the Head of the Key Stage, the EALCo, or the Head of Inclusion, the student will be discussed at the next Inclusion Department meeting. This will result in a member of the Inclusion team requesting further information, meeting with the referrer, or adding to the Inclusion Register and/or the assessment register as 'Assessing'. This document details the students to be assessed, the referrer, the date of completion, and when the feedback to the referrer was made. Assessments are made using the UK EAL Framework, and should be within five working days of the Inclusion department meeting. The results are brought to the next Inclusion Department meeting to discuss, with the feedback then given to the referrer within 3 days.

5.2 Interventions

A targeted approach towards intervention is followed. When a student is beyond the lowest level of support, written communication of their achievement is made.

Key Stage 1

EAL Level A= In-class support and EAL during Languages

EAL Level B= EAL during Language lessons

Key Stage 2

EAL Level A= In-class support and lessons during Languages; Additional English lessons

EAL Level B= In-class support and lessons during Languages

EAL Level C=Lessons during Languages

Key Stage 3

EAL Level A= In-class support and lessons during Languages

EAL Level B= In-class support and lessons during Languages

EAL Level C=Lessons during Languages

In-class support is provided as available to the students with the highest levels of need, and it is expected that teachers will accommodate the majority of EAL needs within a well-differentiated curriculum.

5.3 EAL Provision Mapping

An EAL Provision Map will be maintained by the Head of Inclusion, which will detail the student's level of need, their current EAL Levels against the 4 EAL categories, as well as any additional information including their Home Language. A student with a low level of need (Mostly C or D level students) will be coloured green, and strategies for their individual needs will be signposted. A student with a medium level of need (Mostly B level students) will be coloured orange. A student with a high level of need will be coloured red (Mostly A level students).

6. Associated forms and documents

EAL Assessment Framework for Schools
ICS Inclusion Referral Form

7. Responsibilities

All employees and Governors involved in policy writing, review or ratification are expected to have read and understood this policy.

Specific responsibilities include:
- Owner - the employee responsible for writing the policy;
- Reviewer - the member of extended SLT or Governor responsible for ensuring that the owner completes the writing task to the necessary standard and timeframe and provides a critical eye for reviewing the document;
- Subcommittees / full Board of Governors- responsible for ratification.

8. Related information

8.1 Related policies or handbook list

C&T01 - Curriculum Intent
C&T02 - Assessment
C&T06 - Differentiation