



NEWCASTLE UNDER LYME SCHOOL

EAL Policy

This policy relates to all children at Newcastle-under-Lyme School, including those in the Prep School and the EYFS. This policy is published to parents and prospective parents on the School's website and it is available upon request to parents and prospective parents.

School context

NULS educates children from a diverse range of backgrounds and makes provision for those pupils for whom English is an additional language.

Principles of Learning Support for pupils with an EAL need

Aims of the Policy

The aims of this EAL policy are:

- To define the school's objectives regarding EAL and how these will be met
- To define the overall organisation and management of EAL provision in the school
- To define the nature and level of school support for EAL

The School's EAL Objectives

- Pupils with EAL are identified and procedures are followed to ensure their needs are met and they achieve their potential
- Procedures are in place to ensure teaching staff are aware of such pupils and supported in meeting their needs

- Pupils with EAL are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- They are actively encouraged to participate in co-curricular activities
- The views of the pupil are sought and taken into account
- Parents/guardians are encouraged to play a role in the pupil's education
- Appropriate resources are available and are used in the school
- The school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness
- Bilingualism and multiculturalism are actively supported and celebrated

Roles and responsibilities for management of provision

EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils. Those with particular responsibility in this area are:

Mr I Dicksee – Deputy Head Academic

Mrs K Thomson – Head of Preparatory School

Dr K Mair – Assistant Head Teaching and Learning

- Liaise regularly with SEND Co-ordinator
- Review record keeping and liaise on progress and support

Mrs K Walker – Head of Learning Support

- Monitoring of progress made by pupils with EAL, their attainment and their wellbeing with Senior Management
- Assessment of specific EAL needs
- Identification of pupils with EAL
- Mentoring and pastoral support of pupils with EAL
- Specialised EAL teaching
- Arrangement and support for one to one support for pupils with EAL across the curriculum
- Liaison over communication with parents and guardians of pupils with EAL
- Advice and guidance to staff
- Accurate record keeping
- Liaison and support for examination access arrangements

Admissions

Pupils with EAL who apply to join the school are required to take a standard entrance examination with liaison over any EAL needs commencing at this point with the Registrar and progressing to involvement of the Head of Learning Support and Senior Management. The results of these tests, seen in conjunction with reports from previous schools and sometimes IELTS test results if deemed

appropriate, will determine whether or not the applicant will be offered a place and in which year group. Pupils will not be accepted into Y10 or Y12 unless they have demonstrated a high level of competence in English. Instead they may be offered a place in Y9 in order to improve their English before they begin examination courses.

Identification and assessment of EAL

A variety of sources of information may be used in order to identify pupils with EAL and assess any need for additional support:

- Entrance papers
- Report from previous school and/or parents/guardians
- Assessment by the Head of Learning Support – reading, writing, speaking and listening
- Subject teachers' comments and observations
- Form teacher or Head of Year comments and observations
- MidYIS tests
- Input from pupils

The school recognises that most pupils with EAL needing support with their English do not have SEND needs. However, if SEND needs are identified, pupils with EAL will have equal access to school SEND provision, in addition to EAL support. This might include examination access arrangements for SEND issues if appropriate.

Recording, Monitoring and Reporting

EAL needs are recorded by the Head of Learning Support and communicated to staff as appropriate. Pupils with EAL who need, or have needed, extra support maybe included on the SEN register if the Head of Learning Support deems the level of need appropriate. All this information is updated annually..

The academic progress of pupils with EAL is tracked by using school academic monitoring systems.

Bilingual guardians as well as home guardians are invited to attend consultation evenings.

Provision

The following measures are available for pupils who need them.

Curriculum support

- Subject specific vocabulary lists maybe compiled as necessary and visual aids
- Simpler digital resources and textbooks in some subject areas may be utilised
- Teaching approaches which promote language development

- Support by the Learning Support team as appropriate, in conjunction with subject teaching staff

Additional specific provision may include:

- Meetings as appropriate between pupil and Head of Year
- Timetabled EAL / curriculum support lessons
- Examination Access Arrangements in accordance with JCQ regulations
- Link with pupils who speak the same language
- The benefits of being within the school's diverse and inclusive environment
- Liaison with external specialist support agencies

Pastoral provision

- Buddy and friendship assistance within form and / or teaching groups

Promotion of bilingualism

- School assemblies
- The school's EDI programme
- Multicultural issues in schemes of work

Staff support and training

- INSET training for staff
- Tips and advice for teaching pupils with EAL available to all staff on the school network
- Advice available from EAL coordinator

Other policies

See references to EAL in the SEND policy.

Success criteria

Success is evaluated in terms of both academic progress and also integration and self-confidence within the school. Success is measured through:

- Levels of attainment in formal school assessments and external tests
- Levels of attainment in any EAL assessments, if these are conducted
- School reports
- Self-assessment
- Informal assessment by Form Tutors, Heads of Year, Head of Learning Support subject teachers and broader pastoral staff

Policy reviewed by SMT:

August 2023

Policy reviewed by Governors:

September 2023

Next review due:

September 2024