

EAL Policy

Livingstone Academy,
Bournemouth

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Statement of principle

All students have the right to achieve their maximum academic and social potential. The EAL Policy for Livingstone Academy Bournemouth seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. Students are taught in an environment where they receive equal respect and in which their individuality is valued. At the Academy, we are committed to making appropriate provision of teaching and resources for students for whom English is an additional language. It is our policy to identify individual student's needs, recognise the skills they bring to the Academy and ensure good progress is made by all students.

Aims

- To ensure that all teachers have the knowledge, skills and understanding to enable access to the curriculum for students with English as an additional language.
- To ensure that students identified as having English as an additional language are promptly assessed and their needs addressed appropriately, in order that good progress can be made.
- To set appropriate and challenging targets for students with English as an additional language.
- To take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- To ensure that all languages, dialects, accents and cultures are equally valued.
- To ensure there is a clear distinction between SEN and EAL.
- To ensure that all students with English as an additional language can use English confidently, are able to use English as a means of learning across the curriculum and, where appropriate, are able to make use of their knowledge of other languages.

The legal framework

The Livingstone Academy Bournemouth EAL policy is written with regard to:

- The Education Act 1996.
- The Race Relations (Amendment) Act 2000.
- DfE Formal Guidance.
- Teaching English as an Additional Language: A Framework for Policy, SCAA, 1996.

Roles and responsibilities

For students

- To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self-evaluation and review.

For parents and carers

- To become actively involved in working in partnership with the Academy to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place.

For teachers

- To plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all students to reach their full potential.

- To ensure that Students' Information Sheets are referred to as part of the lesson planning process.
- To work in collaboration with the TA's to develop resources and ensure effective use of support and resources.

For Director of Curriculum and Innovation

- To ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- To ensure that Literacy and Numeracy policies are embedded in subject areas working practices in order to support all students working below expected levels in these core areas for reasons associated with EAL.
- To monitor, evaluate and review the quality of teaching and learning across the subject area, with regard to students identified as having English as an additional language.
- To monitor the academic progress of students with EAL across the curriculum ensuring that the identified strategies on Student Information Sheets are being used.
- Where possible and appropriate, to enter students for mother tongue GCSEs.

SENDCO

- To liaise with Primary SENDCO to ensure their EAL pupils are being identified and receiving the appropriate intervention and support.
- To identify EAL needs and implement the appropriate intervention provision
- To maintain and update the Academy's EAL list and termly assessment data.
- To organise an annual language census.
- To work with subject areas to develop resources and/or deliver INSET/ CPD to support student learning and to aid in the acquisition of English through the mainstream curriculum.
- To ensure that appropriate additional information on new arrival students is disseminated to teachers.
- To monitor and evaluate the progress of individual students in the acquisition of competence in the English language.
- To write an annual report to the Governing Body on progress.
- To ensure a welcoming admission process for the induction, assessment and support of new arrival students and their families/carers.
- To monitor and evaluate progress of students with EAL across subject areas.
- To draw up additional support programmes for students accessing additional and targeted interventions e.g. social and emotional support.
- To provide or request guardians bring interpreters for school meetings, as appropriate and wherever possible.

For the Senior Leadership Team

- To establish a programme of professional development that will ensure a quality education for students of all abilities
- To monitor and assess how their policies affect ethnic minority students, through data analysis through language spoken at home.
- To ensure dedicated EAL Intervention tutors are available and are protected from SEN duties e.g. exam support and SEN cover.

For the Governors

- To review and agree the EAL Policy annually.

Students with EAL

- Students with EAL are students who speak English as an additional language. They may be fluent in English, not speak English at all or have a level of English anywhere between. They may have achieved high academic levels in another system or have no experience of school at all. They may have been born in this country or abroad. They may have arrived in UK voluntarily as part of an organised move or may have fled horrifying experiences at short notice.
- Students with English as an additional language are not regarded as DSEN, solely because the language or different form of language of their home is different from the language in which they will be taught.
- "Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught"
- However, a student with EAL may be identified as having DSEN during assessment and will have equal access to school DSEN provision.
- We also recognise that there may be EAL students who are gifted and talented even though they may not be fully fluent in English.
- There will be further support teachers and teaching assistants who will be line managed by the Learning Support Leader.

Admission to Livingstone Academy Bournemouth

Livingstone Academy Bournemouth will be a mixed 4-18 school, with a co-educational, joint Sixth Form, and has an open enrolment policy.

Primary/Secondary transfer

All papers including Key Stage test results are transferred with the student. At the end of June/beginning of July the Admissions Officer co-ordinates the data received from the transfer forms. This information is made available to all staff so that forward planning can take place.

All Year 7 students at Livingstone Academy Bournemouth will be allocated to mixed ability tutor group. During the first two weeks of September, staff will assess the Year 7 EAL students and decide if they need intervention or not.

Allocation of resources

Resources belonging to Departments are allocated according to need and where possible shared between students.

Identification and assessment

Students who are known to have English as an additional language are identified and assessed as early and thoroughly as is possible using the Route A and B system.

Provision for students with EAL

Provision is provided according to need and includes:

- IEP's for each student on the EAL Intervention list available for all members of staff with information about current language fluency, strategies to support student in class and next steps.
- Formative reviews of progress made in developing language competence and in subject areas made during EAL Intervention meetings.
- Partnership planning involving the class teacher and Teaching Assistant to support the development of language competence and academic progress for EAL students.
- Withdrawal for small group, or individual work, with a Teaching Assistant for targeted, short-term intervention for Entry or Elementary level student.
- Induction programme including assessment, meeting with SENDCO, induction booklet and invite to termly parental coffee morning.
- Outreach support. (see **liaison with outside agencies** section).

Recording, monitoring/reviewing and reporting

Alongside whole school systems, the progress of EAL students in the acquisition of competence in the English language is monitored. In addition, more advanced bilingual learners, with a good working knowledge of English, are monitored to ensure they are progressing at the same rate as other students in their class.

Student participation

Students are always consulted about the progress they feel they have made. Livingstone Academy Bournemouth recognises that the student has important and relevant information to offer and that if the student is consulted then their self-esteem and confidence often benefit. Active and positive participation in their educational development is encouraged.

Parent/carer partnership

- Livingstone Academy Bournemouth actively seeks and responds to feedback from parents/carers.
- We aim to ensure that our written and spoken communication with families is effective through the use of plain English, translators and interpreters.
- Parents/carers are welcome to phone the Academy with queries at any time but it is best to make an appointment if the query is involved or requires specific information.

Inclusion

Livingstone Academy Bournemouth is committed to a broad and balanced curriculum for all. It is the intention of the Academy that students with EAL will be integrated for the majority of the time in the curriculum that is provided for the year group. Where it is felt that intensive support is required, students may be withdrawn to work in small group situations in their non-core subjects. IEP's for all EAL intervention students is available on the shared drive. These inform teaching staff and ensure that support is effectively deployed to enable the student to access the National Curriculum and develop their English language competence. All students with EAL are given the opportunity to be involved in all aspects of school life.

Complaints and procedures

If any parent is concerned about the provision for EAL in the school they should contact the child's Tutor in the first instance. The Learning Support Leader will deal with the matter or refer it to the appropriate person. Should the parent/carer not be happy with the outcome, the complaint should be put in writing and addressed to the Executive Director of Learning. All complaints will be dealt with as quickly as possible (see Complaints Policy).

Evaluation of the EAL Policy

All sections of the EAL Policy are regularly evaluated by SLT and updated by the SENDCO who will incorporate changes in legislation and LEA recommendations into the policy, ensuring changes are agreed by the Governing Body annually.

Liaison with outside agencies

- Referral to facilities, teachers and services outside school may take place. The SENDCO makes any referral to these agencies after full consultation with the student, parents/carers and Executive Director of Learning.
- List of Units providing support:
 - Education Welfare Service.
 - Educational Psychology Service.
 - Careers Guidance.

Identification in the Primary phase

Route A

A 'Route A' student will be identified as EAL when they join the school in EYFS. They will receive support from their class teacher and TA during their mastering of the English language. Research suggests students at this stage will quickly become fluent in English without specific EAL Intervention. Students will also have access to learning platforms such as 'Learn English Kids' (<https://learnenglishkids.britishcouncil.org/>) to assist with their language development.

Route B

A 'Route B' student will join the school at some point throughout the year in any year group. We will assess their level of English using The Bell Foundation EAL Assessment Framework and/or the BPVS test. We may also want to assess the student's Literacy in their own language using a translated version of the BPVS. This will enable us to decide if the student needs specific EAL Intervention. KS2 students are more likely to need this.

Identification in the Secondary phase

Route A

A 'Route A' student will be identified as EAL during the Year 7 induction process by either their feeder school or the student's parents/carers. The student will then be assessed during their induction period. Some 'Route A' students will be fluent in English, however, some may still need support. The team will endeavour to understand the support they have received in their previous place of education and will liaise with the SEN team to see if the student has any additional needs. An EAL Intervention team meeting will be held at the beginning of Term 1 to decide which Year 7's need support and what that will look like on an individual

basis. These students will have Baseline data from KS2 Reading and Maths assessments as well as our own Baseline assessment data, including CAT4 assessments, which will help us predict their KS4 results.

Route B

A 'Route B' student will join the school at some point throughout the year in any year group. They will join from either abroad or a different secondary school. Information about their EAL status will be gained from their application to Livingstone Academy Bournemouth. A discussion should be had with the student's parents/carers about the correct entry year to maximise the student's success. The SENDCO will be notified of this by our Admissions Officer. At some point during their first day of school they will be assessed. This data will enable us to put in place the correct support for the new starter. These students will have no Baseline data from KS2 assessments (unless moving schools) and their first formal assessment will be CAT4 and/or NGRT testing.

All EAL Students below a D (The Bell Foundation Framework) will remain a key Intervention and will be assessed once each term (three times per academic year). They will also be discussed at EAL Meetings. Once a pupil reaches D (competent) their subject teachers will be able to support the EAL student's progression towards E (fluency).

Those students who arrive at secondary school with no key stage 2 results or teacher assessments will not have a baseline and so will not be included in the Progress 8 measure. They will however be included in the Attainment 8 measure for the school unless they have arrived from a non-English speaking country in Year 10 or 11 and the school requests their results to be removed.

EAL programme

The programme is to be concise and targeted with progress closely tracked at termly intervals. Students are to be assessed and placed in 1 of 4 levels:

Entry (A), Elementary (B), Intermediate (C) and Competent (D) and Fluent (E).

The structure of the programme would then look as follows:

1. Students at Entry and Elementary level will receive targeted EAL intervention for 6-8 weeks for intensive English learning- removal for small group work during non-core subjects and in-class support during core subjects.
2. After that, they will join the mainstream timetable in their allocated classes.
3. At Intermediate level, students are allocated to their mainstream classes immediately upon joining Livingstone Academy Bournemouth. Teachers are to ascertain any which can then be addressed in after school interventions. This should minimise any further disruption to lessons or the need for TA support throughout the day.
4. Competent level should see students confident and capable of working on their own initiative, but extra support is offered if necessary, in after school interventions.

NB: This programme is to cover both the Primary and Secondary phase of EAL need, therefore encompassing the Livingstone Academy Bournemouth 'all through' ethos.

EAL support levels

The focus for each EAL level would consist of the following components:

- A. Entry** – no English spoken and no previous education in English:
- Back to basics – alphabet.
 - Phonics, consonants & vowel blends, magic e, CVC words, CCVC words etc.
 - Level 1 key word spellings.
 - Encouragement of verbal participation.

- Level 2 key words spellings.
- B. Elementary** – familiar with the basics, but requires literacy support by way of the Skills Builder:
 - Grammar.
 - Sentence structure.
 - Punctuation.
 - Beginning to write short paragraphs.
 - Learning of subject specific key vocabulary.
- C. Intermediate** – solid foundation, but further progress required to challenge in advance writing:
 - Creative.
 - Analytical/scientific.
 - Persuasive.
 - Comparative.
 - Vocabulary and terminology including literacy devices etc.
- D. Competent** – continued support to consolidate learning including subject and coursework specific support to ensure best possible end results.

Reading targets

- A. Entry:**
 - Can match visual representations to words (BPVS- British Picture Vocabulary Scale).
 - Can read and understand everyday signs-timetable, school related words/phrases.
 - Can respond to “where, when, who, how” questions Use references- Bilingual dictionaries etc.
- B. Elementary:**
 - Can classify or organise information presented in visual graphs.
 - Can follow multi-step instructions.
 - Can match sentence description to visuals.
 - Can understand and relay content of paragraphs.
- C. Intermediate:**
 - Can apply multiple meaning words to social and academic contents. Can answer specific questions about texts.
 - Can differentiate between fact or fiction.
 - Can sequence information from a text.
 - Can identify topics and themes in a text.
 - Begin to infer from reading texts.
- D. Competent:**
 - Begins to compare and contrast authors.
 - Interpret information visually and verbally.
 - Can infer meaning from text.
 - Can match cause and effect.
 - Can draw conclusions from sources
 - Can identify credibility of source materials.
 - Can identify key elements of text.
 - Is able to skim and scan read.

Writing targets

- A. Entry:**
 - Can provide basic personal information.
 - Can identify & label pictures, words and phrases.
 - Can successfully spell Key Stage 1 words.
 - Can correctly spell CVC & CCVC words.
 - Can supply missing words in short sentences.

B. Elementary:

- Can list content-related words.
- Can take notes using mind maps, bullet points etc.
- Is able to answer “Where, when, what “questions.
- Can formulate choices in writing.
- Is able to write sentences using the correct structure.

C. Intermediate:

- Can complete forms and templates.
- Can compose short, narrative, creative etc. pieces of work.
- Can outline ideas using visual organisers.
- Has a solid understanding of literary devices.
- Can identify and comment on themes in a text.
- Can summarise content of a text.
- Can justify opinion or ideas.

D. Competent:

- Research from multiple sources.
- Compare and contrast texts and justify in writing.
- Critique and make recommendations
- Explain in detail processes and procedures.
- Produce content related reports.
- Able to write a persuasive piece.
- Able to successfully write subject related vocabulary pieces.

Verbal targets

- Verbal targets will be based on curriculum-led discussions and activities with the focus on fluency, grammar, vocabulary and pronunciation.

Action points

- Individual Education Plans (IEP) will be continually updated and available to all staff to show development and suggest strategies.
- All EAL students need to use the dictionary in combination with a vocabulary notebook into which they write their translations during class time. It must be a normal task for the EAL students to constantly consult their dictionary for a better understanding of vocabulary or general language. Dictionaries will be provided in school and students will be asked to provide their own.
- EAL students should be reading small amounts of text in class and during DEAR time.
- Teachers should be encouraged to write the topic of the next lesson on the board to enable students to prepare themselves, especially EAL students where it is crucial. They should point out where to find it on the organisers.
- EAL Intervention will ensure students are put forward for first language dictionary etc during access arrangement review.