



Broadway Academy Policies

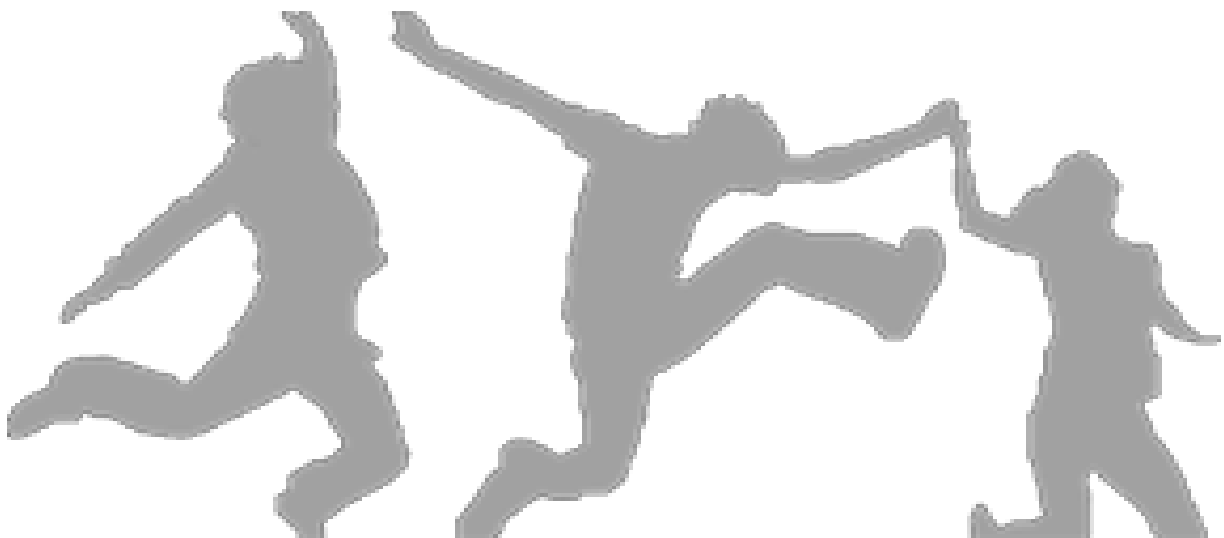
Our Children. Our Community. Believe it can be done!

EAL (English as an Additional Language) Policy

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1. Introduction

The term EAL (English as an Additional Language) is used to refer to pupils whose main language is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential.

The provision of this support fulfils the requirements of the Equality Act 2010, which seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.

This policy sets out the Academy's aims, objectives and strategies regarding the needs and skills of EAL students.

2. Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the Academy.
- To implement Academy-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential
- To ensure that EAL pupils are fully included in the life and ethos of Broadway Academy.
- To ensure that pupils whose first language is not English reach their full potential.

3. Objectives

- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor students' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.
- To promote a whole school responsibility towards EAL pupils.
- To ensure that appropriate and realistic levels of attainment are decided upon within each curriculum area.

4. Terminology

- 4.1 EAL** is an umbrella term that refers to any student learning and using English as an additional or second language.

- 4.2 Within this, there is a more vulnerable group of students we term as **'International New Arrivals'**, abbreviated as **INA**. This refers specifically to students who have entered the UK within the past two years.
- 4.3 **Bilingual learner** refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages' (DfES 2003). Diversity of EAL learners
- 4.4 There are also terms that can be useful when describing the background of EAL students:
- 'First generation' – meaning they were born in another country and have since resettled in the UK with their family.
 - 'Second or third generation' – meaning they were born in the UK into a migrant or 'dual-heritage' family.
 - 'Migrant worker' – those who have moved for economic betterment.
 - 'Asylum seeker' / 'refugee' – those who have moved to escape famine, persecution and other tragic events.

5. Context

There are a number of first languages, other than English, spoken by students at Broadway Academy. Two of the most common languages are Bengali and Urdu; a number of students may have these languages as their home language but may have had a second European language that they have been exposed to or are fluent in, such as German, Italian or Dutch. There is an increased number of students who have direct lineage to African countries, such as Somalia, as well as a growing number of Eastern European students.

6. Key Principles

- 6.1 For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public community. As a multi-ethnic inner-city Academy, we view the fulfilment of this statement as well as our Academy values to be a fundamental part of our inclusive commitment to our EAL students.
- 6.2 EAL students will take approximately 5–7 years of English-speaking education to acquire academically fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
- 6.3 EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEN or 'special educational needs' and should not be labelled / treated in this way.

- 6.4 EAL students are not automatically 'lower ability' – and should not be labelled / treated in this way.
- 6.5 EAL students will have potential strengths as well as additional needs, these need to be recognised and supported as well as celebrated.
- 6.6 There is a social-emotional and cultural dimension to catering for the needs of EAL students and this is coordinated by the EAL co-ordinator and supported by the Pastoral team and teaching staff.

7. Roles and Responsibilities

- 7.1 There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. Currently the designated 'EAL Co-ordinator' is an ex-Modern Foreign Languages and Community languages teacher who works alongside the Director of Inclusion to oversee the development and day-to-day coordination of EAL provision.
- 7.2 Responsibilities of the designated 'EAL Coordinator' include:
- Identifying incoming EAL students, with support of the Pastoral Team.
 - Bringing the presence and needs of current EAL students to the attention of colleagues.
 - Responding to requests for information about EAL students.
 - Ensuring that E.A.L. students are integrated into mainstream classes and have full access to the curriculum.
 - Maintaining a register of EAL students.
 - Ensuring SEN needs for EAL students are identified and the SENCo is alerted immediately.

8. Strategies

- 8.1 The following strategies are used to support and develop EAL students to acquire language skills and to enable full participation as Broadway Academy students.
- There will be a positive and effective language ethos:
 - There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's home language.
 - Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.
 - The language development of all students is the responsibility of all teachers and teaching support staff.
 - There will be liaison between mainstream and support departments to discuss language development within the structure of the lesson.
 - Diversity will be valued, and classrooms will be socially and intellectually inclusive.

- Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

9. Teaching and Learning

9.1 To ensure that we meet the needs of EAL students, staff will:

- assess the pupil's fluency level as soon as possible
- show differentiated work for EAL students
- employ a range of strategies within each lesson to reinforce understanding and meaning to develop language in context
- have high expectations, expect students to participate in all classroom activities/tasks
- monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL students need more time to process answers and to complete extended work
- allow students to use their home language to explore concepts when appropriate
- give newly arrived students time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use
- group students so that EAL students hear good models of English use collaborative learning techniques
- Spoken and written communication between the students and teaching and nonteaching staff, and between the Academy and parents and the local community, will be positive and appropriate, including the use of students' home languages

9.2 Whole school language development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium-term plans, teachers should consider the following questions:

- What opportunities are there to explore ideas orally and collaboratively?
- How can teachers (or additional adults or other students) model the key subject language needed?
- What specialist vocabulary do pupils need to understand new concepts and how can this be presented to them in an accessible way?
- What range of texts do students need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do students need to carry out and how can these be framed to support students at different levels?

- Consider if lessons are planned to ensure that any additional adult has a clear role in developing literacy?

9.3 The role of class teachers is to:

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that students bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

9.4 Approach to Teaching & Learning

- Every teacher will encounter students who do not use English as their first language. To be successful, we will have to nurture language development as well - as teaching our subject.
- Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have to coach students in how to learn - as well as teaching our subject.
- Every teacher will encounter students who having moved countries – are undergoing the challenge and stress of social integration. To be successful, we will have to build stable and productive social groups – as well as teaching our subject.

10. Admissions, Identification and Tracking

10.1 The Academy recognises that background information on EAL students can often contain gaps and be inconsistent – it can also be a sensitive issue for some families. However, the building up of 'learner profiles' on EAL students' linguistic background and previous educational experience is crucial in planning future support. This can also be said for information on reasons for moving countries and any possible past traumatic experiences.

10.2 Incoming Y7 EAL students will be identified through the information provided on entry by primary schools and parents – collected by the EAL coordinator, Y7 pastoral tutors, LSAs, SENCO and Transition lead. Students may also be identified by feedback from subject teachers following transition. Details will be recorded on the SIMS system, EAL Data dashboard and Provision map.

10.3 Incoming INA students will follow the *International New Arrivals – Induction & Enrolment Protocol*.

10.4 All EAL students will be graded with reference to the Local Authority Continuum.

10.5 EAL students will be monitored as part of the whole school assessment cycle with the EAL Co-ordinator, SENCO and class teachers providing additional information and monitoring where necessary. Where a student's achievement appears to be affected by difficulties related to EAL, target-led intervention will be put in place by the EAL Co-ordinator with support from the student's subject teachers and the SEND team.

10.6 Information related to students EAL needs is passed on to subject teachers by the EAL co-ordinator.

11. Special Educational Needs and Gifted and Talented Students

11.1 The Academy recognises that most EAL students who require support with their English language development do not have SEN needs. However, should SEN needs be identified during assessment, EAL students will have equal access to appropriate provision in line with the **SEN Policy**.

11.2 Similarly, the School recognises that there may be EAL students who are Gifted and Talented even though they may not be fully fluent in English.

12. Language and literacy experiences of EAL learners

12.1 Some students already have good language and literacy skills in two or more languages.

Some students are beginner EAL learners who have never learnt to read or write in any language.

Some students have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school

Some students have SEN with language or literacy needs

All these diverse groups benefit from teaching that develops their language and literacy, so they become fluent in the academic language of the primary curriculum which is the key to academic success.

12.2 As students' progress through Academy, the language and literacy demands of the curriculum **increase** and students need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences that need to be explicitly taught.

12.3 Beginner EAL learners

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Students who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to:

- develop oral fluency quickly
- immediately feel part of the Academy

- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although students should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

12.4 Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures,)
- Develop card sorting, sequencing and matching activities

12.5 Developing language and literacy skills

To be fully literate, students need to be able to understand how we adapt our everyday speech into formal, written texts.

12.6 Learning through talk

- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

12.7 Learning from text

- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- Developing research and study skills

Teaching strategies

- Make the purpose of reading explicit
- Read aloud to students
- Teach students how to find their way around textbooks and use index, contents, etc.
- Show students how to write questions before starting research
- Help students decide whether to scan or skim read or close read
- Ask students to transfer information from text to diagrams
- Encourage and show students how to use the library for research and pleasure

12.8 Learning through writing

- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level

Teaching strategies

- Make sure students are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help students use appropriate level of formality
- Give students model texts before asking them to write
- Show students how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask students to evaluate, correct and redraft their writing