



LOUGHBOROUGH High School

Policy Title: English as an Additional Language (EAL) Policy

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LHS English as an Additional Language (EAL) Policy

EAL provision is available to all pupils whose first language is not English or have been exposed to a second language at home, and need additional language support to fulfil their potential.

The Learning Support Department will make provision, where necessary, for those pupils for whom a deficit in language knowledge is restricting their academic and social development. Loughborough High School aims to remove the barriers that stand in the way of our EAL pupils and also provide support to those pupils to equip them to shine and enjoy academic success equal with that of pupils with English as a first language.

This policy is part of our commitment to and evidence of Fundamental British Values, in creating a tolerant, kind and open community where all are respected and can flourish within our school community irrespective of whether English is a pupil's first language or not. We embrace this opportunity to reflect and celebrate our multilingual, multi-ethnic society as a nation. More people in the world are multilingual than monolingual, and we celebrate multilingualism at Loughborough High.

This policy has been reviewed and devised with input from a senior member of NALDIC, the national association for EAL in the UK.

Aims

We aim to ensure that EAL pupils:

- Develop fluency, with the aim of achieving full fluency, in all aspects of the English language
- Develop sufficient skills in the English language as a medium of communication to allow them to attain success in all areas of life at Loughborough High and beyond
- Are supported so that they gain full access to the school curriculum and acquire specialist subject-specific language
- Progress in all aspects of speaking, reading, listening and writing
- Can respond appropriately in formal conversation
- Understand the complexities and nuances of social conversation
- Develop an appropriate understanding of written language
- Are celebrated for their achievements: we aim to celebrate what can be done and is achieved, rather than negatively always looking for what hasn't worked or been attained

Admissions Policy

EAL pupils are subject to the same admissions procedures as other pupils. We ask for EAL needs on our application form. Allowances will be made regarding the admissions tests to allow those with EAL to show their full potential, assuming all of the following criteria are met:

- The applicant's first language is not English
- The applicant has lived for 3 years or less in the United Kingdom before the date of testing
- English is not spoken in the family home
- In the period before moving to the United Kingdom, the applicant had no prior knowledge of the English language (either through attending an international English-speaking school, or not receiving any English language lessons at their school)

These guidance points are not exhaustive: please consult the JQC *Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments* (with effect from 1 September 2024 to 31 August 2025 or the latest version of) document for further information on our practice and provision.

Evidence of need must be provided. In these circumstances above, we will afford 25% Extra Time and the use of a bilingual dictionary for appropriate elements of the day, as determined by the Head of Learning Support. It is the responsibility of the candidate to bring the bilingual dictionary with them on

the day of admissions testing. The dictionary must only contain translations of words: it cannot be a glossary of terms and cannot contain any other materials to support the candidate. If any such material is found, the dictionary will not be allowed in the admissions tests.

The admissions tests will still be delivered in English as they are for all applicants – they will not be translated into the applicant's first language, nor will the applicant's responses be translated either from English into their first language or vice-versa.

The provision of Extra Time is offered only due to the increased time an applicant might need to access a bilingual dictionary.

We do not apply a policy of 'double adjustment' once a concession has been made to a pupil to support them take the entrance exams: all entrance data is then considered evenly for all pupils, as it is by exam boards and universities. This further reinforces the need for pupils and parents to disclose any EAL needs during the application process, to allow us to make potential adjustment to support a pupil taking the entrance exams.

Identification

We use the Department for Education census guidance for 2017 – 2018 which asked schools to highlight on their census returns the level of proficiency for pupils for whom English is not a first language using a five-point scale of:

- (A) - New to English • (B) - Early acquisition • (C) - Developing competence • (D) - Competent • (E) - Fluent

This identification was required for any pupils whose first language was recorded as anything other than English. This is defined as a language that a child was exposed to during early development and continues to be exposed to in their home or their community. Although this census requirement was removed in later years, we still use this as well as the Bell Foundation and NALDIC guidance on the identification of English fluency for those with English as an Additional Language.

Once an EAL pupil has been assessed as fully proficient in English (code 'E' – Fluent) the school may discontinue ongoing assessment of that child as per this census guidance, whilst still holding a record of all those who possess another language to English as their first language for census returns and other official documents. However, for all proficiency levels below fluent, we will continue to monitor proficiency on an ongoing basis to ensure adequate levels of support are provided to support the child's education and will enter that pupil onto the EAL Register.

We aim to identify those who might benefit from EAL provision in the following ways:

- Declarations by parents on the application form to join LHS and during the first term when a pupil has arrived into the school by asking for details of any further languages a pupil speaks
- Information provided by an applicant's current school when applying, if appropriate
- Any anomalies in admissions testing that would suggest potential EAL difficulties
- Pupil or parental concern once a pupil has joined the school
- Teachers' concerns that might be raised either from verbal or written work of pupils

Pupils, parents and teachers are encouraged to alert the Learning Support Department to any potential EAL concerns as soon as possible to allow investigation and appropriate sources of support to be provided for the pupil.

Please note that someone who has learnt a language at school – for example by taking a GCSE in French – would not be classed as possessing English as an Additional Language.

EAL Register

The school recognises its obligation to maintain a register of those with EAL so as to ensure appropriate support is given. We maintain an EAL Register with details of those pupils who score level D or below (i.e. below fluent on the Department for Education scales and the level below which we need to maintain provision and consideration for pupils under previous Department for Education guidance). Details of EAL pupils are kept on the EAL Register which is kept in our school information management system.

Those who are deemed likely to need support as being identified as below fluent in English are given a further, qualitative assessment which is used to inform a decision as to the appropriate scheme of support.

In keeping with the spirit of The Equality and Human Rights Commission guidance for reasonable adjustments for disabled pupils, 2015, we recognise and respect a pupil's or parent's request for their learning need or disability to remain confidential and thus not to be disclosed to staff if they so wish, and in this way pupils and parents can ask for a pupil not to be entered onto the EAL Register.

Provision

Good EAL teaching is good teaching overall. We pride ourselves on the standards of our teaching and catering to all pupils' needs.

Provision for those on the EAL Register is provided either through in-class support by teachers, or in addition within the Learning Support Department or wider LSF EAL provision either in terms of formal lessons or informal monitoring of the pupil in a variety of ways.

For those in bands A - C as above, we connect pupils with qualified specialists to further support their EAL needs. This is a cost paid by parents. In addition, all in bands A – D, pupils are supported by the Head of Learning Support with individual attention and guidance. There are regular language proficiency checks and the creation of EAL pupil profiles to support both the pupil and teachers to support the EAL learner in question.

Details of those on the EAL Register are circulated to class teachers who are required to note, consider and tailor their lessons to the needs of those on the EAL Register. This can include extra individual support in lessons, use of physical cues to explain issues and other such differentiations. This can include resources from The Bell Foundation.

We aim to support pupils both in developing their Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency. The former is normally achieved within two years for EAL learners; the latter can take up to seven years to achieve. We promote reflection on a pupils' progress as two linked but also distinct things in terms of developing conversational language and confidence, and then academic confidence and attainment. The former can sometimes mask the latter.

We aim to ensure that cross-department words are understood to facilitate learning (e.g. explain, describe etc.). A key word bank is provided to all EAL learners.

We are especially mindful that subject-specific terminology becomes even more challenging in the Sixth Form, and teachers will take care to ensure EAL pupils are supported in acquiring this knowledge.

Heads of Department are required to highlight on schemes of work overlays the ways in which EAL pupils are supported to fully access the curriculum.

The Head of Learning Support, Tutors, Heads of Year and Assistant Head (Pastoral) retain general oversight of welfare provision for those with EAL needs and liaise with relevant parties to support the child.

Monitoring

We actively monitor the reports and end-of-year examinations of those on the EAL Register to ensure they are making good progress and implement interventions and further support where good progress is not being made.

We also undertake Learning Walks and Work Scrutiny to evaluate EAL learners' needs, as well as surveying EAL learners annually about their schooling.

We aim for all pupils in bands D and E to achieve in line with their peers. Historically at a national level, pupils in bands A – C underperform, and these pupils will review their academic grades with the Head of Learning Support following the publication of each series.

We also monitor the school attendance records of those on the EAL Register, as well as the rewards system to ensure that EAL Register pupils are both attending school and achieving at a level commensurate with other pupils. School sanctions are reviewed too to ensure EAL pupils are engaged with learning and support offered where needed.

Pastorally, we support EAL learners with an awareness of and respect for ethnic, national or cultural matters of importance applicable to that pupil.

This Policy is reviewed annually.