



IPSWICH HIGH SCHOOL
WOOLVERSTONE HALL
SUFFOLK, ENGLAND

English as an Additional Language (EAL) Policy



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EAL Policy

This policy applies to the EYFS, Preparatory School, Senior School and the Sixth form. It will be reviewed every year by the Senior Leadership Team and the SENCO who oversees EAL provision.

At Ipswich High School, we currently have a relatively small percentage (generally at an approximation of between 3-4%) of pupils for whom English is an Additional Language.

Most of the pupils who we recognise as English being an additional language for are competent, if not fluent, with writing, speaking and reading the English language.

As an academically selective school, Ipswich High School is unlikely to have EAL pupils who are completely new to the language. As pupils sit an entrance exam a basic knowledge and understanding of English, certainly from a reading and writing perspective, would be needed to access this examination. It should however be highlighted that, pupils looking to join the EYFS complete a taster day and do not sit a formal examination, their English is however assessed through play, social interaction and communication with members of staff and their peers. Pupils joining the sixth form, who do not apply for a scholarship, have a one to one interview with a member of the Senior Leadership Team, their GCSE examination results are also analysed closely, but they do not sit an entrance exam.

The majority of bilingual pupils in the school are therefore competent, if not fluent, in English when they join. However, it is important to be alert to the fact that EAL needs may surface as more competent pupils progress in their education.

PRINCIPLES OF EAL PROVISION AT IPSWICH HIGH SCHOOL.

EAL pupils are supported in order to enable access to a broad, balanced and relevant curriculum, and are encouraged to play a full part in class and extra-curricular activities. Bilingualism and multiculturalism are assets that are actively supported and celebrated.



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AIMS OF THE POLICY

The aims of this EAL policy are:

- To enable all pupils to participate in the full range of school life and activities, and to succeed to their individual potential;
- To create a positive learning environment;
- To ensure all staff are well-informed about how to meet the needs of individual EAL pupils;
- To reflect through the whole-school ethos the value placed on diversity and the respect accorded to all individuals;
- To support EAL needs as a collective, whole-school responsibility, believing that all teachers are teachers of pupils with individual needs.

IPSWICH HIGH SCHOOL EAL OBJECTIVES

- EAL pupils are identified and all staff are informed of their needs and provided strategies that assist in allowing EAL pupils individual needs to be met, it is anticipated this will consequently ensure EAL pupils achieve their potential;
- All staff are made aware of EAL pupils' needs and, as necessary, are asked to provide feedback of a qualitative nature regarding their progress: personally, socially and academically;
- All staff have access to a central database which contains details of EAL pupils' needs, as well as supportive teaching strategies and links to resources to support EAL learners;
- All staff are aware of EAL pupils' levels of English with reference to their writing, reading and speaking. Staff contribute to informing these assessments;
- EAL pupils' academic progress is monitored via whole-school data collection;
- EAL pupils 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;
- EAL pupils are actively encouraged to participate in enrichment activities;
- Pupil voice is valued and the views of the pupil are sought and taken into account;
- Parents/guardians are encouraged to play an active role in an EAL pupils' education;
- EAL pupils are offered opportunities to achieve their potential both in the classroom and through additional EAL support where it is felt appropriate;
- 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;



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ROLES AND RESPONSIBILITIES

EAL assessment and provision is co-ordinated, in conjunction with the Head and SLT and, by the Head of Learning Support (SENCO), Miss Dianna Firbank.

- S/he ensures that pupils are identified, assessed and monitored;
- S/he keeps an up-to-date EAL database, and ensures that staff are informed of pupils' needs and progress;
- S/he ensures EAL is regarded as a whole school responsibility, whereby all staff are expected to actively engage with the information held about individual EAL pupils' needs. For teaching staff this includes differentiating their teaching appropriately.
- S/he liaises with school staff to ensure information held regarding EAL pupils' needs is current and the most accurate reflection of their needs;
- S/he provides school staff with guidance and support relating to effective teaching approaches and materials;
- S/he ensures EAL pupils are aware of any arrangements they may be entitled to access for in-class assessments as well as public examinations;
- S/he liaises with parents/guardians to involve them in decision-making.

ADMISSION

When pupils join Ipswich High School they will complete an initial entrance exam that corresponds with their chronological age (as highlighted in the third paragraph of this document, this is with the exception of pupils looking to join the EYFS and pupils joining the sixth form who do not apply for a scholarship). All Sixth Form applicants do however have a one to one interview with a member of the Senior Leadership Team. If they sit the scholarship exams they will also undertake a verbal reasoning test. The paper that the pupils sit is an English written paper that pupils will be expected to respond to in English. If the school is made aware that this may not be possible without additional examination arrangements, the school will look to make these on an individual case basis. This may include access to a native language dictionary or extra time for example.

For pupils joining from abroad, they are required to show proof of spoken English ability in order to achieve their Tier 4 visa to study which is validated by Ms Geoghegan, the school Registrar.



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PROVISION

The large majority of our EAL pupils' needs can be met by differentiated teaching that is mindful of, and acts upon the information concerning individual EAL pupils' needs held on a central Learning Support Database.

Teaching approaches that promote language development are available for all staff to refer to as they feel appropriate.

For some pupils, we encourage the use of electronic translation for individual words and/or short phrases through google translate, this is not necessarily a long-term strategy, however for pupils joining with a less than competent awareness of the English language, it is a useful resource to encourage the development of English.

Upon arrival to Ipswich High School, pupils for whom we are aware are not competent English speakers, writers or readers will meet with the Head of Learning Support who will conduct an initial assessment of the pupil's levels of English. If it is felt necessary, additional support will be offered to the pupil with a view for this support to decrease as levels of English competence increase.

If an EAL pupil is not deemed to be at least competent in their reading, writing and speaking, the pupil's English teacher, and other teachers as is felt necessary, will contribute to reviewing their level of competence on a termly basis.

Where needs are identified that exceed our ability to provide support for, parents/guardians will be given advice on possible sources of help that would need to be paid for as a private outside of school arrangement.

EYFS PROVISION

In the EYFS at Ipswich High School children are encouraged to develop their English language through play and other meaningful learning opportunities.

Children are surrounded in a rich language environment where English is modelled by both adults and their peers, this typically supports the development of a good standard in English.

Children are given opportunities and the confidence to communicate using their developing and newly acquired language skills.

As part of the curriculum, we invite families into school to share celebrations from their own cultures or home countries which can lead to the sharing of other languages.



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IDENTIFYING EAL

The registrar, Ms Rebecca Geoghegan, will liaise with Miss Dianna Firbank if a pupil's parent/guardian has indicated on their entrance application form that English is an additional language.

Once a pupil has been admitted to Ipswich High School, Ms Geoghegan sends a request for EAL information from a pupil's previous school. Information requested informs us as to whether the pupil's previous school had identified that English was an additional language as well as details of support that was offered to support this potential area of need.

For the purpose of assessing a pupil's language needs, and planning appropriate provision and communication between staff and parents/guardians, EAL pupils' competence in English is assessed before entry to the school. Pupils will engage in conversation with at least one member of staff, sit age appropriate exams English papers as well as a Verbal Reasoning test in common to all entrants. In the majority of cases, the results of these assessments allow for a well-informed assessment of competence, and, generally highlight a pupils needs when English is an additional language to be either competent or fluent:

Competent:

- Oral English developing well, enabling successful engagement in activities across the curriculum;
- Can read and understand a variety of texts;
- Written English may lack complexity and contain occasional evidence of errors in structure;
- *Will need occasional support from her teachers to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.*

Fluent:

- Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language;
- *Operates without EAL support across the curriculum.*

In also ensuring EAL pupils who are assessed as having a below competent level of English with reference to their writing, speaking and/or reading, Miss Dianna Firbank will liaise with the pupils staff on a termly basis to assess how their levels of English are progressing. In ensuring a pupil centred approach, EAL pupils will also have opportunities for input, generally via discussions with The Head of Learning Support. Parents/guardians will be involved as is felt appropriate.



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Through formal assessments, and data collections, the progress of EAL pupils will be analysed; where necessary intervention and/or the collection of additional supporting information will be actioned to ensure the most appropriate provision is in place to meet the needs of an individual pupil.

Via the Learning Support Database, staff are able to see the level of competence it is felt EAL pupils are working at, as well as any additional information they may benefit from being aware of.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS (SEN) AND DISABILITIES (SEND) IN EAL PUPILS

Most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision, in addition to EAL support.

It may be that an underlying SEND is not initially identified initially however, if an EAL pupil does not make anticipated progress, this may indicate underlying cognitive/learning difficulties. Before identifying SEND the following related factors are investigated:

- possible sensory problems;
- social, emotional or behavioural needs;
- the supportiveness of the language learning environment.

EXAMS

JCQ regulations are followed in relation to applying for access arrangements for pupils who have supporting evidence to support the need for alternative exam arrangements.

The regulations can be found via the link below. Specifically, arrangements for EAL pupils can be found at section 5.18 (page 71)

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/acce>
5.18



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IDENTIFYING GIFTED AND TALENTED PUPILS WITH EAL

Staff are alert to actual or potential high ability in EAL pupils, and they are identified and supported appropriately.

Policy	September 2010
Last Updated:	May 2018
Person Responsible:	Assistant Head