



St. Anthony's Girls' School

English as an Additional Language

Policy and Procedures 2006-7

1. General Statement

Most EAL learners fall into one of the following groups:

- Children from established ethnic minority communities, probably born in Britain in families who do not speak English at home.
- Children of asylum seekers and refugees who are in Sunderland because NASS sent them here.
- A smaller number are the children of staff at international companies such as Nissan, or whose parents are mature students at the university, or who work in NHS.

Asylum seekers come from any country here a claim can be made that they are victims of persecution and oppression. They arrive in Sunderland because of the policy of distribution through the country, which replaces the previous situation where they remained close to their arrival point (often Heathrow or Dover) and put a lot of pressure on a few local authorities.

A court ruling in the 1980s established that it was illegal to give an intensive course of English at a central resource centre when they arrive, because it denies parental choice.

What do they mean?

- ESOL – English for Speakers of Other Languages
- EAL – English as an Alternative/Additional Language
- EMAG – Ethnic Minority Achievement Grant
- NASS – National Asylum Seekers Support Service
- NERS – North East Refugee Service

2. Aims

Children for whom English is an additional language make up a diverse group from a wide variety of language backgrounds, with varying degrees of competence.

At St. Anthony's, we endeavour to ensure that E.A.L. learners receive appropriate and effective support across the curriculum that:

- Helps pupils to make sense of new language and subject content by enabling them to relate to prior knowledge and experience.
- Provides opportunities and uses strategies that enable and encourage pupils to produce spoken and written language, from the earliest stages of learning English.
- Builds into the teaching programme a range of learning strategies to enable pupils to become increasingly more independent.

Furthermore, at St. Anthony's, we hope to demonstrate good practice by:

- Creating a learning environment that is welcoming and in which pupils feel safe, secure and confident enough to contribute.
- Recognising and valuing the backgrounds and life experiences of all pupils.
- Actively encouraging pupils to understand and respect other people's feelings, values and beliefs.
- Using teaching methods and resources that are properly matched to meeting the needs of all pupils, including the particular needs of pupils learning English as an additional language.

- Using E.A.L. specialist support teachers when appropriate.

The school policy for teaching pupils for whom English is an additional language is consistent with the Every Child Matters agenda.

3. Responsibilities

Governing Body

- The Governing Body has the duty to set the framework of the school's policy by providing a written statement of general principles relating to English as an additional language.
- To review the policy annually.

Head teacher and Leadership Team

- To review the school EAL policy, taking into account the views of pupils and parents.

Subject Staff

- All staff to follow EAL policy.

SENCo/EAL Coordinator

- Oversees day to day operation of school's EAL policy.
- Coordinates admission and induction of pupils using EAL.
- Coordinates provision for EAL.
- Liaises with parents and pupils.
- Liaises with external agencies.
- Liaises with feeder primary schools.
- Liaises with Deputy Head (curriculum).
- Liaises with Pastoral Leaders.
- Liaises with Subject Leaders.
- Liaise with support staff.

4. Procedures

(i) **ADMISSION (see appendix 1)**

Purpose

The first occasions that the pupil has contact with the school should be structured so that the pupil feels welcome and can take action to make joining the school easier.

Information to impart

1. The times of the school day.
2. Where to obtain uniform.
3. How to obtain a bus pass if required.
4. How to obtain free meals if relevant.
5. Where to go in the building on the next visit.

Information to obtain

1. The genuine age of the pupil/date of birth.
2. Number of years of education.
3. Subjects studied.
4. Levels achieved.

5. Level of literacy in mother tongue.
6. Languages spoken.
7. Level of English (spoken and written).
8. Level of Maths.
9. Previous experience of science equipment and chemicals.
10. Familiarity with computers.
11. Knowledge of tools in CDT.
12. Religious, dietary and medical requirements.

(ii) INDUCTION

Purpose

The induction process follows on from the admission procedures. The data gathered is now used to make the curriculum as accessible to someone in the early stages of acquiring English as possible. For this to succeed, a whole-school approach using strategies and techniques should be followed.

Teachers should consistently:

1. Greet the pupil and use their name accurately (they have it in advance).
2. Where possible, learn a few simple words in the pupil's language: eg. hello, well done etc.
3. Provide bilingual dictionaries and ensure the pupil knows where to find them.
4. Understand that body language varies and an EAL learner looking away from you may be trying to show respect.
5. Accept that the pupil may be silent for a while (not just in one lesson but over a period of time).
6. Recognise which lesson activities are more difficult for an EAL learner.
7. Prepare activities which EAL learners can undertake.
8. Accept that the EAL learner is not wasting their time in a lesson simply because they do not produce the same amount of work as the other pupils.
9. Use visuals such as graphs, pictures, diagrams, maps etc to illustrate key points of the lesson.
10. Accept EAL learners using their mother tongue to clarify key concepts.
11. Have common approaches to lesson presentation, i.e. the three part lesson with a starter and a plenary.

Pupils across the school should:

1. Be made aware of their role in making EAL learners feel at ease.
2. Be encouraged to share in an ethos of assisting each other and not laughing or sneering at mistakes.
3. Be used to sometimes having to work in non-friendship groups.
4. Be ready to accept that EAL learners may use their mother tongue amongst themselves to help their learning and that this is not being rude.
5. Be willing to help pupils acquiring English as an additional language between lessons and during breaks.

Summary

1. It is advisable to have one person responsible for coordinating the admission of pupils who use English as an additional language.
2. Time should be allowed in the admission process for the collection of a wide range of data about new pupils who use English as an additional language.

3. This data should be disseminated to all teachers before they receive the pupil in their groups. The data should inform their planning.
4. The admission process should afford new pupils who speak a first language which is not English the opportunity to prepare them for joining the school.
5. The whole process of admission should be as warm and welcoming as possible.
6. A whole-school approach involving genuine inclusion will help pupils using English as an additional language to settle, make progress and reach their true potential. It will also have positive benefits for all pupils.
7. Mrs J. Fielding (SENCo) is responsible for the coordination of all matters relating to EAL pupils within school.

(iii) THE EAL REGISTER

Good practice suggests the school should keep a detailed and up to date register of its pupil who speak English as another language.

At St. Anthony's, we try to ensure that the following information is logged:

1. The pupils' names.
2. Ethnicity.
3. First language spoken/mother tongue.
4. Whether the pupil can read and write in this first language.
5. A level for English (QCA).
6. Current levels in National Curriculum subjects.

The EAL coordinator can then use the register to help with:

1. Determining where to deploy support staff.
2. Monitoring the progress of students on the register.
3. Determining where pupils on the register are most successful.
4. Which pupils to enter for first language GCSE/AS level.
5. Deciding whether a pupil using English as an additional language also has special needs.
6. Supplying data on languages and ethnicity for extra funding.

5. Monitoring and Reviewing

This policy will be monitored by Mrs Fielding (SENCo/EAL coordinator) and reviewed by the Governing Body each year.

Sample admission process for EAL students

Student action	School action	Rationale
Contacts school re possible admission	Appointment given for the following Wednesday. Students from one family receive the same appointment time, otherwise separate appointments for individual students.	Allows one member of staff to be timetabled to do all admissions induction. Also allows time to arrange for interpreters to be present. (Under the Children Act 1989 and the Race Relations Act 1976, the LEA has an obligation to provide interpreters, but the school has to pay).
Attends appointment	Student receives information on uniform/times of the school day/bus passes and meals. School obtains information about the student's real age, previous schooling etc.	They will have time to complete forms and obtain uniform before starting. It is rare but not unknown for older students to lie about their age. Again, it is rare but not unknown for KS3 and KS4 students to arrive who have never been formally educated.
	Levels achieved in previous school.	The fact that the student doesn't speak English does not mean they should automatically go in bottom sets. For example, in spite of the language issue, a student strong in maths needs to be in a high maths set.
	Details of subjects previously studied.	Students may never have used a computer. Students may have studied science but never used chemicals or bunsen burners, so there are health and safety considerations. The same applies to knowledge of tools used in CDT.
	Level of literacy in mother tongue.	If a student cannot read or write in any language, this has implications for how you teach them English.
	Languages spoken	There are 22 different languages for which a GCSE entry is possible and the school may wish to enter the student for a GCSE in the mother tongue.
	Level of English	There are several categories below level 3 of the national curriculum and it is important to know the exact starting point for each student, to monitor progress (see QCA website for NFER levels).
Student completes school meal forms/bus pass application etc.	Student given a second appointment the following Wednesday to allow for full assessments to include NFER	It is important to confirm data given by the student and to have a common baseline for all new EAL students. The

Student action	School action	Rationale
Takes a list of uniform suppliers.	A,B,C,D/spelling test/science and maths tests which require little English, and where feasible, a test in the mother tongue.	maths and science tests give the opportunity to get past the language barrier and assess the ability of the student.
Attends appointment. This can be with all other EAL students being admitted at this time.	Assessments conducted. Photo taken. Past GCSE papers are easy to obtain in 22 languages to test mother tongue literacy. Non language-dependent maths and science tests are developed in-house.	The student can see their mother tongue is valued. The teacher is responsible for induction can mark the tests on the spot.
	The teacher responsible for induction can now process all the data and determine: <ul style="list-style-type: none"> ▪ Which tutor group to place the student in. ▪ Whether the student needs an induction course in English before attending many subjects. ▪ How much of the curriculum is accessible to the student, given their level of English. 	It is helpful to find a potential “buddy” in the new student’s tutor group. Ideally the buddy speaks the same language and will offer advice from his or her own experience. Any English induction course should be brief. Students learn English better in the classroom listening to native speakers of English. Subjects like PE and CDT are more easily accessible.
Students obtains necessary uniform and equipment	The student is invited to attend the following Monday in uniform, ready to start. The student receives a tour of the school to familiarise them with it. A map labelled in their mother tongue is provided.	Time is left for the student to finalise arrangements for obtaining uniform, school equipment, PE kit, bus pass, etc. The induction teacher has time to find a suitable buddy and to process all the information.
	The induction teacher prepares a bulletin on the new arrival which is issued to subject teachers before the student starts. This contains all the information about potential academic ability, previous schooling, use of computers etc. This assists the subject teachers with their planning. A photo of the student attached to the bulletin reduces the risk of a student turning up to class and being told to go somewhere else.	
Student attends the following Monday before the start of the day.	Parents’ queries are dealt with. A timetable is given. School rules are explained. The “buddy” is introduced and takes the student to form time and lessons.	

Student action	School action	Rationale
	Even if the student is to undergo an intensive induction course in English, the “buddy” is still introduced and the student attends form time.	

It may seem extravagant to use nearly two weeks on the initial admission process. However, the time has been used to gather detailed information accurately and to disseminate it clearly. The process outlined above is a reassuring way to start. The key to the success of the system is that one person can maintain an overview and provide consistency.