



# English as an Additional Language (EAL) Policy (Senior School)

## 1 The place of EAL at NHEHS

EAL students speak English as an additional language. They may have been born in this country or abroad, but will use another language as their 'first language' at home.

Most pupils do have difficulties arising from their linguistic backgrounds. All speak English to a high standard, enabling them to pass the rigorous entry test. A very small number struggle to progress with the development of grammatical competence and fluency of written expression, which can cause the quality and depth of their English skills to 'plateau', preventing them from reaching their full academic potential.

As the school is committed to ensuring that *all* students reach their potential regardless of their social or ethnic circumstances, EAL provision forms one branch of Special Educational Needs (SEND) provision and is co-ordinated by the SENDCo.

## 2 Aims of EAL provision

- To identify girls with EAL at the earliest possible opportunity
- To enable girls with EAL to achieve their full potential, through interventions in the classroom, and additional EAL support where appropriate
- To liaise with parents of girls with EAL in decision-making
- To celebrate the cultural and linguistic diversity in the school and create an environment where this is valued in its richest sense

## 3 EAL provision

### 3.1 EAL Students in the Senior School

Approximately 10% of the school population is from a minority ethnic group, and this is recorded in the EAL Register.

### 3.2 Identification

EAL students are identified during the admissions process or during their first half-term at NHEHS:

- Information is gathered about pupils' linguistic background and competence in other languages, educational experience and family situation.
- The verbal MIDYIS score and SEND departmental tests may also expose girls with language difficulties
- EAL students may also be identified in response to concerns raised by staff, parents or the pupil themselves.

The findings of the pupil questionnaires are discussed within English departmental meetings and recommendations are made.

All relevant information is entered into SIMS and the EAL register is updated, shared with staff, and is maintained by the SENDCo.

Senior School EAL Policy

July 2020



### 3.3 Senior School Action

The first priority is to ensure that all girls have access to a broadly balanced curriculum and do not miss subjects, in line with governmental inclusion and equal opportunities policies. On the whole, needs of EAL students should be met within the classroom environment.

In a small minority of cases, pupils may require additional support to ensure maximum progress. For instance, they may follow a slightly reduced timetable and may be withdrawn from their second modern foreign language lessons or from Latin to provide them with the extra time to focus on improving their English. This would always follow discussion between the school and parents.

Provision takes three forms:

- **Differentiated learning opportunities and regular monitoring of the girl's progress** by the class teacher, Head of Year and SENDCo, through the IEP/Pupil Profile review process. For instance, key language features of the topic area are identified e.g. subject-specific specialist vocabulary, contextual clues, forms of text.
- EAL/bilingual students are invited to attend **support sessions with the SENDCo** through a letter addressed to parents; we recognise that this is a sensitive issue and students are chosen on an individual basis. EAL students are then allocated a mentor to monitor progress and share literacy strategies. This support is monitored by the SENDCo along with support from the Head of English.
- **Additional learning support, either in school or externally**, may be recommended by SENDCo if deemed necessary. In the first instance a report would be collated by the SENDCo who would organise or run additional learning support for the student on a one-to-one basis every fortnight.

In addition, EAL students can access the following:

- language support within English lessons to develop language skills and build up confidence in functional skills
- Paired mentoring with Year 11 / Sixth Form mentors

### 3.4 Role of the EAL / SEND Coordinator

- Assess proficiency of EAL students and communicate this and any other relevant information to all members of staff
- Liaise with the Head of English to address specific concerns
- Organise EAL support sessions and produce pupil profiles, to be reviewed on a regular basis
- Liaise with parents at all stages and involve them in decision making; help them to understand how support can be provided outside of school and at home
- Seek and respond to the views of the girls themselves at every opportunity

### 3.5 Resources

There is a resource base located in *The Zone*. A selection of texts is available from the EAL Co-ordinator including dictionaries, grammars, EAL textbooks and reference books for staff guidance. Materials are also collected in the EAL folder on the intranet. The library also has a number of readers appropriate for EAL students. English schemes of work will also include cross-references to language skills with reference to EAL elements.



### **3.6 Special Educational Needs and Gifted and Talented Pupils**

Most EAL pupils needing support with English do not have specific learning disabilities. However, should a specific learning disability be identified during assessment, EAL pupils will have equal access to school Learning Support provision, in line with equal opportunities for all pupils. Similarly, if EAL pupils are identified as Gifted and Talented, they will have full access to all G&T opportunities.

#### **Links to other policies**

- [Special Educational Needs and Disabilities \(SEND\) Policy](#)
- [Curriculum Policy](#)

Last reviewed and updated July 2020

Next Review July 2021