



Notting Hill & Ealing High School GDST

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

School Context

As a school, we are committed to ensuring that all students reach their full potential, regardless of their social or ethnic circumstances. Due to the wide variety of cultural backgrounds of our pupils, there is excellent integration of pupils with EAL, both socially and educationally, in the life of the school.

In the Senior School, EAL provision forms one branch of Special Educational Needs (SEN) provision and is co-ordinated by the SENCO.

Definition

EAL students speak English as an additional language. An EAL student may have been born in this country or abroad, but they will use another language as their 'first language' at home. Most of our pupils with EAL are potential high achievers who do not consider that they have difficulties arising from their linguistic backgrounds. Although all speak English to a high standard, enabling them to pass our rigorous entry test, a very small number, however, are unable to explore learning strategies which can help them to progress, particularly with regard to the development of grammatical competence and fluency of written expression. The concern here is that the quality and depth of their English skills can 'plateau', preventing the pupil from reaching her full potential.

Aims

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

EAL Pupils in the Senior School

Approximately 10% of our school population is from a minority ethnic group. See the EAL Register for the specific details of EAL pupils. The school recognises that EAL pupils are not a homogenous group; their needs vary and specific learning requirements are taken into account in both academic and pastoral initiatives.

Identification

EAL students are mainly identified either during the admissions process or during their first half-term at NHEHS. Information is gathered about pupils' linguistic background and competence in other languages; their educational experience and family situation. We also make use of the verbal MIDYIS score and the English and SEND departmental literacy tests may 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 SENCO.

Senior School Action

The first priority is to ensure that all girls have access to a broadly balanced curriculum and do not miss subjects. This is in line with governmental inclusion and equal opportunities policies. On the whole, their needs 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 SENCO, 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 SENCO through a letter addressed to parents; we recognise that this is a sensitive issue and individuals 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 SENCO along with support from the Head of English.
- Additional learning support, either in school or externally, may be recommended by SENCO if deemed necessary. In the first instance a report would be collated by the SENCO 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:

- a language booster session in English in the Summer Term to develop language skills and build up confidence in functional skills
- Paired mentoring with Year 11 / Sixth Form mentors

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 IEPs, 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

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.

Special Educational Needs and Gifted and Talented Pupils

The school recognises that most EAL pupils needing support with their 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. This is 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 2017

Next Review July 2018