

English as an Additional Language (EAL)

Policy

February 2021



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

Approved by: Archbishop Sentamu Academy Local Governing Committee on 26 February 2021

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Archbishop Sentamu Academy

I. Christian Vision

To lead the best life possible.

Our distinctively Christian vision is that everyone will be able **To lead the best life possible**, now and in the future. It is underpinned by the words of Jesus in John 10:10 which says *I have come that you may have life in all its fullness*.

This promise of life in all its fullness is lived out through our academy values of:

Respect

Rooted in the 'Golden Rule', promoting strong and positive relationships, where all are included and valued, and can discover their unique worth as children of God, are essential for our students and staff to flourish.

Community

Rooted in the Parable of the Good Samaritan, serving others, in the classroom and beyond, is second nature. Our academy community is committed to serving the local and global community through learning, advocacy, charity and broader engagement.

Courage

Rooted in the Parable of the Lost Son, our academy is a place where everyone can build perseverance and resilience, in a culture where confidence can grow amongst students, and the courage to face and learn from failure and mistakes becomes a natural point of growth.

Wisdom

Rooted in the Parable of the Wise and Foolish Builders, our academy is a place where thoughtfulness, reflection and acquisition of knowledge is expected of everyone, regardless of their starting point.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

2. Mission Statement

Archbishop Sentamu Academy believes all EAL students should be able to retain their cultural and linguistic identity whilst enhancing English Language development. Similarly, all EAL students should be able to access the same academic opportunities and be able to engage with the curriculum.

3. Policy Aims

- To help integrate EAL students into the Academy by providing pastoral and academic support
- To provide support across the curriculum; specifically developing the acquisition of English
- To accurately identify and support any other needs

This in turn will enable students to:

- Understand the Academy's expectations and values
- Feel safe, valued and supported during their academy life
- Adapt to their new environment
- Integrate with peers and form positive relationships
- Progress in their academic work.

4. Transition Strategies

STEP 1: Admissions

All students to follow the Academy admissions procedure.

STEP 2: Assessment

- Initial assessments used are; Access Reading Test, Spelling Tests, writing level and speed tests and CAT test (if in Year 7). If necessary, an online translator can be used
- Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stage of the English acquisition
- Highlight any immediate need which should be prioritised when delivering intervention
- All assessment information shared with relevant staff members
- Completion of the Access Reading test repeated after one term at the Academy.

STEP 3: Integration

- Students with English as an additional language who join the Academy in Year 7 will follow the same transition procedures as their peers
- Mid-term arrivals will be met by their Head of Year, SLO and our EAL HLTA, for an introduction to the Academy
- Where possible, new EAL arrivals should be paired with a student who speaks the same native language
- Where possible, EAL students should be paired with students with good communication skills and grasp of English to enhance their language acquisition. In some cases, the nurture groups may provide the supportive environment some EAL students require
- Class set placement reviewed after their first half term and changes applied if needed. However, this can be reviewed sooner if necessary.

STEP 4: Adjustment Period

- All EAL students will have a two week settling in period to adapt to their new environment
- Our EAL HLTA will monitor new starters especially during their adjustment period. The teachers and TA's will highlight any potential language barrier to learning to the EAL HLTA who can provide appropriate intervention
- Class teachers, EAL HLTA and support staff should observe;
 - student's communication and interaction with peers and staff
 - level of engagement in class
 - ability to respond to and apply new information
 - additional barriers to learning
- Students who demonstrate significant language barriers can start intensive English intervention immediately.

STEP 5: EAL Intervention

- The EAL HLTA is available for academic and pastoral support
- Designated time will be allocated for English acquisition lessons
- The Academy offers Intervention programmes to suit the student's needs. For example, some students may require more English acquisition lessons to help them to engage with the curriculum
- Extra-Curricular sessions; to develop English Language, cultural awareness and community cohesion.

STEP 6: Monitoring

- All EAL students in the Academy who require intervention have access to on-going support from our EAL HLTA

- Student's English language ability, academic development and social interaction with peers/ staff will be monitored continuously by the EAL HLTA .
- Monitoring will be used to assess the student's requirements for additional intervention.

5. Additional Responsibilities of EAL HLTA and Team.

- Liaise with the Transition Team for information about EAL students joining the Academy from Primary School
- Liaise with the Admissions Team for information about the EAL students joining the Academy mid-term
- Point of contact for EAL families.

6. The Named People responsible for EAL

- SENCo/EAL Line Manager - Miss Charlotte Bowes.
- EAL HLTA – Mrs. Michelle Verity
- KS4 Intervention Team

7. Statement of Policy Review

This policy will be reviewed on a **three** yearly basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review.