PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

EAL School Policy

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EAL School Policy

School Context

Putney High School is an independent, selective school. A competitive entrance exam and high academic standards applied across all subjects mean that the school does not cater for EAL beginners. All students who speak English as an additional language at Putney are advanced learners of EAL.

The government's definition of an EAL learner is: 'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'

We recognise that a significant number of our pupils are exposed to more than one language at home. The vast majority of EAL students sit within band E (fluent) of the Bell Foundation's EAL framework. Where appropriate, support is available for the pupils by the teaching staff and the LE team to overcome any presenting barriers. Bilingualism and multilingualism are actively promoted, and a specific provision exists to cater for advanced speakers of French, German, Spanish and Mandarin.

Principles of Inclusion and Learning Support

Putney High School is an inclusive learning community where students are supported to work through challenges in learning, enabling all students to achieve their potential, feel valued and enjoy school. Fostering a sense of inclusion benefits all students and prepares them to become compassionate leaders in their future careers.

The underlying principle of our provision is that all pupils can be supported to participate in the full range of school life and activities, and to develop their own unique strengths, values and capabilities. This principle is a core part of Putney High School and the GDST's values.

Our school is committed to creating a strengths-based, positive learning environment which promotes a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

Inclusion applies, but is not restricted, to:

- Pupils with special educational needs (SEN) or other learning needs
- Pupils with disabilities
- Pupils whose first language is not English (EAL)
- Minority ethnic groups
- Gifted and talented pupils (G&T)

Aims of the Policy

The aims of this EAL policy are:

- To define the school's objectives regarding EAL and how these will be met.
- To define the overall organisation and management of EAL provision in the school.
- To define the nature and level of school support for EAL.

The School's EAL Objectives

- EAL pupils are identified, and procedures are followed to ensure their needs are met and they achieve their potential.
- 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 and extracurricular activities.
- The views of the pupil are sought and considered.
- Parents/guardians are encouraged to play a role in EAL pupils' education.
- 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.
- Bilingualism and multiculturalism are actively supported and celebrated via assemblies on diversity and PSHE provision.

Roles and Responsibilities for Management of Provision

The named SENDCo, Monique Langley-Freeman, monitors progress and supports underperforming EAL students with aspects of language and communication. She communicates with teachers to ensure appropriate strategies are employed in the classroom, allowing EAL students to thrive. Students who require additional provision are listed on the SEND register that is updated on regular basis.

All Heads of Year are mindful of the needs of individual students and intervene if there are concerns in relation to the progress of individual students.

EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils.

Admissions

All students applying for a place at Putney High School sit the same exam and are expected to meet the same entry criteria. The exam formally assesses candidates' ability to read and write in English to a high standard. Students with a clear EAL need are offered a bilingual dictionary and extra time in line with the JCQ criteria for GCSE examinations. We encourage applications from candidates with a range of backgrounds. This enriches our community and is vital in preparing our pupils for today's world. Putney High School is committed to equal treatment for all, regardless of an applicant's race, ethnicity, religion, sexual orientation, or social background.

Identification and Assessment of EAL

To identify EAL pupils, we use:

- Information from the registrar and the application form.
- Information from the previous school or parents/guardians.

The following tools are used to assess the nature and extent of the need of identified EAL pupils:

- Formal assessment in reading and writing (the school entry exam, the Lucid Exact screening in Year 7).
- Work sampling.
- Teachers' comments and observations.
- MidYIS, non-verbal reasoning tests etc.
- Input from pupils.
- Input from parents where possible.

The information is then used to implement the most appropriate provision.

The school recognises that 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.

Recording, Monitoring and Reporting

All staff have access to a central EAL register on SharePoint listing EAL students and languages spoke at home.

This information is also available on SIMS. It is updated every year, and measures are taken to ensure confidentiality. The progress of EAL students is reviewed in line with the school's assessment procedures.

Provision

Classroom provision:

- Strategies for differentiation.
- Teaching approaches which promote language development.
- Departmental support – subject specific vocabulary lists; simpler textbooks etc.

Additional specific provision when necessary:

- Target setting.
- Mentor assigned to student (tutor; SENCo, HoY) – regular meetings re progress and targets.
- Access arrangements.
- Learning Enrichment support.

Pastoral provision:

- Support groups within/outside school.
- Contact with parents/guardians.

Promotion of bilingualism:

- School assemblies.
- Multicultural issues in schemes of work.

Bilingual Programme:

- In Years 7 and 8, bilingual pupils do not attend the normal lessons in the relevant language and instead receive tuition from a native speaker teacher. The lesson takes place at lunchtime during the year in which the relevant language does not feature in the carousel.
- In Year 9, pupils continue to receive tuition each week and opt for their 'bilingual' language as one of the three languages they take in that year. In Year 10, tuition continues so that a GCSE can be sat in the language at the end of Year 10.

Staff Support and Training

EAL training is provided as a part of the yearly cycle of training on differentiation.

Success Criteria

The success criteria include:

- Members of staff know who EAL students are and who to refer to when EAL students' progress and/or wellbeing are of concern.
- Parents understand the provision for EAL students and can refer to the document to ask for specific support.
- Progress of all EAL students is in line with expectations.
- EAL students feel included in the life of the school and their bilingualism is celebrated.

Evaluation tools include:

- Pupils' reports and cohort progress information.
- Self-assessment.
- Informal assessment by SENCO/teaching and pastoral staff, e.g., of participation in class, integration into school life etc.

Publication and Review

A summary of the school's EAL policy, written in an accessible style, is included in the welcome pack sent to new pupils with a clear EAL need. The policy will be referred to in writing in all other welcome packs as available on request. The EAL policy is also be made available to all staff and a copy kept readily accessible for reference.

The policy is regarded as a working document and is kept under constant review. Reviews will take place every academic year in the summer term. EAL is also included in the school's SDP and self-evaluation procedures.

The EAL policy is reviewed each year in line with other policies and procedures such as:

- Anti-bullying Policy
- Differentiation Policy
- GDST Equal Opportunities Policy
- GDST Inclusion Policy
- Policy for bilinguals sitting exams