



EAL POLICY

Term of policy: 2 Years

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Author: E.Wright

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Consulted with JCC? Yes No

Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The school will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics, race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Statement of intent

In this policy, the term 'English as an additional language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. These consist of barriers to learning, accessing the curriculum and reaching their full potential. At Rooks Heath we aim to give all students equal opportunities to take part in all aspects of college life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

We aim to:

- Welcome the cultural, linguistic and educational experiences of students with EAL and encourage them to contribute to school life.
- Ensure strategies are put into place to support students with EAL.
- Enable our students, to be healthy, to stay safe, to enjoy and achieve by becoming confident and acquiring the language skills required to reach their full potential.

Objectives:

- Provide a welcoming atmosphere to newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- To gather accurate information regarding each student's background.
- Ensure teachers are equipped and supported with the necessary skills and resources to support students with EAL.
- To provide robust support for parents and families by providing services in response to students and their family needs.
- To allow children to reach their full potential and raise attainment of students with EAL through robust monitoring procedures.
- To ensure all student's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.

Mission Statement:

At Rooks Heath School we aim to provide real equality of opportunity for all students, so that individuals can reach the highest possible standards of learning. We do this by taking into account each student's life experiences and needs. All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background.

Rooks Heath School is aware that bilingualism is a strength and that EAL students have a valuable contribution to make. A whole school approach is taken, including careful consideration of the promotion of the right ethos, curriculum, BfL, PSHE and language awareness. Many students supported by the EAL department have come to Rooks Heath School from countries and circumstances where they may have experienced great difficulties. Their presence enriches the cultural and linguistic diversity at Rooks Heath and adds to the common pool of geographical and human knowledge.

The department works hard to integrate students into the school, teaching them to acquire English Language Skills, helping them to adjust and become valued members of the school community. Our mission is to facilitate the students' access to the standard curriculum while celebrating their native culture, heritage and language. We aim to enable all EAL students to achieve their best by overcoming the barriers to their learning which can include little or no English language, trauma, isolation and discrimination in the world outside Rooks Heath. Equal opportunity for all students is the foundation of our mission.

Teacher responsible for students with EAL

At Rooks Heath we have a teacher of induction where foundational English is taught to students with EAL. Their responsibilities include:

- Ensure well planned lessons of additional English are appropriately taught to suit students and their needs/level of language.
- Oversee the monitoring and assessment process of students with EAL and their progress towards speaking English.
- Sharing information on progress of each student to their teachers.
- The induction of newly arrived students.
- Conducting initial assessments of students with EAL
- Teaching of small groups of students with EAL.

The Head of department (who is also the school SENCo) has overall responsibility and line management of the teacher of Induction and Additional English. These responsibilities include:

- Teaching and Learning and Management of EAL Provision.
- Overseeing the planning and implementation of the Induction sessions for new students to the school who have little or no English language experience.
- Line managing the teacher who plans and prepares work which meets the individual needs of EAL students
- Ensuring that the school is delivering a varied and constantly adapting curriculum to meet their needs. ☒
- Ensuring good curriculum delivery through good preparation and high-quality teaching, including teaching of Additional English courses.

The role of school staff members

EAL students are entitled to the full National Curriculum programmes of study and all teachers have a responsibility for teaching English as well as other subject content. Teachers will meet this responsibility by:

- Ensuring lessons are adapted effectively to allow students to access the curriculum and move their language on towards the use of higher order learning skills.
- Providing a good model of spoken English.
- Using a variety of texts that explore their subject through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervention action are taken to support the student.

Support

- Where a student with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. This induction period will last for as long as the student needs it and depend on their progress.
- In-class support via the teacher and small group work is utilised as soon as the student can be successfully integrated into the classroom to aid in exposing students to the English language.

Assessment

Students are identified as a learner of EAL in several ways, including:

- Transition of New Year 7s
- Admissions
- In Year admissions.

Rooks Heath will conduct initial assessments in a timely manner to gauge students' English abilities. These assessments consist of the Bell foundation (please see below for further details). Completed assessments are then held on the student's profile and an initial report is written to demonstrate need. Teachers of the student will be allowed access to the assessment to inform their teaching and lesson planning.

Transition:

- A transition programme takes place each Summer Term.
- The appropriate Head of Year, along with members of the learning support department and transition lead meet with primary school staff to discuss the new intake.
- Information is gathered about the levels of English spoken and length of time in the country.
- On transfer, in Year 7, all students complete assessments in their English lessons, and these are analysed to ensure students with appropriate EAL have the support and intervention needed.

Admissions:

- Students have an initial transition meeting where information is gathered on students' linguistic background/competence, previous educational experience, student's family background and prior SEND support.

In Year Admissions:

In Year admissions are students that join a Year Group part way through the year. Below is an outline of how students are assessed on joining:

- Admissions officer obtains admissions information.
- Students are assessed in reading, writing and maths assessments, completed with assistance from the Learning Support Department.
- Outcomes are recorded and distributed to key staff.
- A meeting is arranged with the relevant Head of Year to gather further background information.

Bell Framework

Rooks Heath has invested in The Bell Foundation, to support the EAL team in assessing progress of students with EAL. This is a nationally recognised programme. Students will be assessed and monitored using the Bell Assessment Framework. Information about this can be found at [this link](#). Students will begin using the Bell Assessment Framework upon entry. The proficiency for each Band is outlined below:

Listening

Band A	Engaging in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings.
Band B	Developing greater autonomy in processing speech.
Band C	Developing more independence in the use of basic listening skills needed to engage with learning
Band D	Applying listening skills over an increasing range of contexts and functions
Band E	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance.

Speaking

Band A	Emerging competence in basic oral expression.
Band B	Oral competence includes emerging ability to respond verbally in interactions with others.
Band C	Emerging competence in spontaneous expression and communication
Band D	Competence in producing more varied and complex speech in a wider range of contexts
Band E	Developing competence in fluent, creative use of English.

Reading and Viewing

Band A	Little to no knowledge of written English; taking first steps to engage with written and digital texts in English.
Band B	Making sense of written text at a word and phrase/sentence level, using visual information to help decipher meaning.
Band C	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks.

Band D	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks
Band E	Engaging with curriculum-related reading activities independently and productively in different subject areas.

Writing

Band A	Demonstrating competence in managing basic, simple and isolated phrases.
Band B	Demonstrating competence in producing simple sentences and paragraphs on familiar topics conforming to taught content and expectations.
Band C	Demonstrating competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts.
Band D	Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary and grammar
Band E	Demonstrating competence in writing accurately and independently in a variety of genres and in critically evaluating various resources to support their writing.

Within each band area there are mastery-type success criteria that students need to meet in order to move to towards the next band.

Types of Assessment:

Assessment is seen as an essential part of a student's learning. Assessments for EAL students are carried out in line with agreed school procedures. However, it is recognised that this can be a difficult issue as a student's understanding of a topic may exceed their ability to express that understanding in English. Moreover, students will be formally assessed at GCSE in English.

Consequently:

- Subject teachers are encouraged to liaise with EAL support staff to discuss student progress, needs and targets.
- Progress in the acquisition of English will be regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stages of English acquisition.

Baseline Assessments include:

- CATs
- Reading, writing and maths test
- Identification by subject teachers.

On-going assessments will include:

- Those in line with subject department monitoring and assessment procedures;
- Those within the induction programme, designed to identify when the student is ready to move into mainstream lessons using the Bell Assessment Framework.

- Those designed to allocate students into Additional English options.
- Those within the Additional English course, including half termly assessments using the Bell Assessment Framework and past Functional Skills exam papers.

Curriculum Provision Support

Classroom practice:

- EAL students are entitled to the same range of curriculum entitlement as all other students.
- Teachers have high expectations of all students, regardless of gender, ethnicity, social background or English ability.
- Classroom activities will be matched to students needs and abilities.
- Teachers will consider common misconceptions and language barriers.
- Teachers will adopt the use of scaffolds to improve students' level of literacy.
- Teachers will encourage active participation through group work and no opt out questioning tailored to suit students' needs.
- Classroom displays will reflect cultural and linguistic diversity.
- Bilingual dictionaries are available for students to use during lessons.
- Visual supports are used to aid in understanding of words.

Access to the curriculum:

Planning well-structured and adaptive lessons to ensure all learners in the classroom, including those with EAL, achieve the lesson objectives is an important part of ensuring EAL students have a healthy experience at Rooks Heath. When planning lessons teachers will ensure that:

- The language and learning demands are assessed and adapted to provide appropriate support for students with EAL.
- Lessons will use visual support to help explore great depth of understanding.
- Staff identify the correct support needed in lessons to appropriately support students with EAL.
- Staff have the relevant training which is delivered to ensure students with EAL access the curriculum.

Induction Lessons:

- Induction Lessons are arranged for those who are new to this country and are identified as following the Band A pathway through the Bell Assessment framework.
- These lessons are designed for beginner learners and provide support every morning. Induction lessons are available for students in all year groups.
- In order to move out of Induction lessons, students will need to make progress with the majority, if not all, of the assessment Band A mastery skills under the Listening, Speaking, Reading and Viewing and Writing assessment areas.

Alternative literacy pathway (Functional Skills English):

- As an alternative option students can take up Functional Skill English to further support them with their learning.
- This is an option for students who are in Year 8 to Year 11.

- In the KS3 groups students work through planned and prepared tasks aimed at enabling them to achieve success in the functional elements of the Year 8 and 9 National Curriculum syllabus.
- Students in KS3 who are in Band A, B or C of the Bell Assessment Framework would be considered.
- At KS4 students are given the opportunity to complete the Pearsons Edexcel Functional Skills Entry Level or Level 1, 2, 3 exams.
- These assessments have three clear components: Reading, Writing and Speaking & Listening.

Monitoring progress

We ensure that:

- Targets for EAL students (like all students) are specific, measurable, attainable, relevant and time bound.
- Planning for EAL students incorporates both curriculum and EAL specific objectives.
- Staff regularly access recorded information about students' developing use of language.
- Curriculum planning takes account of the linguistic, cultural and religious backgrounds of students.
- The monitoring of students' progress is shared between all teachers.

Special Educational Needs and Disabilities (SEND)

Most EAL students needing additional support do not have SEND. Should SEND be identified, EAL students have equal access to the schools SEND provision.

- A student is not regarded to have SEN solely because their home language is different from the language they are taught at school.
- A proportion of students with EAL may have one or more types of SEN and at Rooks Heath we do our best efforts to ensure these are identified early.
- Assessments for SEND are given to EAL students equally, should they be identified as needing it.
- SEND support will be decided on an individual basis in the manner outlined within the school's SEND policy.
- They will ensure that parents or carers of a student with SEND are not prevented from presenting their views throughout the process and are clearly informed from an early stage.

Working with Parents and Carers

At Rooks Heath, we believe it is vital to create a strong home/school partnership which ensures the development of all students and those with EAL. To aid this partnership the school will:

- Providing a welcoming induction process for newly arrived students and their families/carers.
- Using accurate and clear English to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious backgrounds of students.
- Recognising and encouraging the use of home languages.
- Using the Parent Ambassadors to communicate with parents where appropriate.

- Ensuring that tutors read through letters during tutor times with students before letters go home to ensure messages home are clear.
- Encouraging parents to attend parents evening and participate in school functions.
- Promote the monitoring of students through the Satchel App.

Policy Review

- This policy is reviewed every two years by the SENCo who is in charge of EAL.
- The scheduled review date for this policy is June 2026