



# SHEFFIELD GIRLS'

## INFANT, JUNIOR & SENIOR SCHOOL

### **Senior School EAL Policy**

#### **School context**

Approximately 160 pupils in the Senior School speak languages other than English at home. Of these, 93 state that English is not their mother tongue. Pupils speak a total of over 40 different languages, with those most represented being Arabic, Mandarin, Punjabi and Urdu. Most of these girls live with their families, but a small number live with guardians or even alone. There are a few girls who join the school with very little English and no British educational background.

Those girls on the EAL register have widely differing needs, from those who need no extra support to those requiring additional help in order to access the curriculum.

#### **Principles of Learning Support**

In line with the GDST Inclusion Policy.

#### **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
- Procedures are in place to ensure teachers and non teaching staff are aware of such pupils and supported in meeting their needs
- 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
- They are actively encouraged to participate in extra curricular activities
- The views of the pupil are sought and taken into account
- Parents/guardians are encouraged to play a role in the pupil's education
- Appropriate resources are available and are used in the school

- 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

### **Roles and responsibilities for management of Provision**

EAL is regarded as a whole school responsibility, with all staff having a part to play in making provision for pupils. Those with particular responsibility in this area are:

#### **Mrs. A. Reed – Assistant Head (Pastoral)**

- Identification of EAL pupils
- Monitoring of EAL girls' progress, attainment and wellbeing
- Review Record keeping
- Liaison over communication with parents and guardians of EAL girls
- Overseeing Examination Access Arrangements with EAL Co-ordinator and Exams Officer

#### **Mrs. P. Lockwood – EAL Co-ordinator and Teacher** (qualified EAL teacher)

- Assessment of specific EAL needs
- Mentoring and pastoral support of EAL girls
- Specialised EAL teaching
- One to one support for EAL girls across the curriculum
- Advice and guidance to staff
- Record keeping
- Examination access arrangements

#### **Mrs. M. Bates - SENDco and Support teacher**

- Support and guidance for EAL girls who have library time in place of timetabled lessons
- Some EAL support in place of English reading lessons for younger pupils
- Testing and support of EAL girls with additional learning needs

#### **Ms. J. Beesley – EAL teacher** (qualified EAL teacher)

- Specialised EAL teaching, particularly of younger girls
- Some private EAL teaching, when parents request extra support

## **Admissions**

EAL girls who apply to join the school are required to take a standard entrance examination in Mathematics and a special EAL test in place of the usual English entrance examination. The results of these tests, seen in conjunction with reports from previous schools and sometimes IELTS test results, will determine whether or not the applicant will be offered a place and in which year group. Pupils will not be accepted into Y10 or Y12 unless they have demonstrated a high level of competence in English. Instead they may be offered a place in Y9 in order to improve their English before they begin examination courses.

## **Identification and assessment of EAL**

A variety of sources of information may be used in order to identify EAL pupils and assess any need for additional support:

- Entrance papers
- Report from previous school and/or parents/guardians
- EAL questionnaire (given to all new pupils)
- Assessment by the EAL teacher – reading, writing, speaking and listening
- Subject teachers' comments and observations
- Form teacher's or Head of Year's comments and observations
- MidYIS tests
- Input from pupils

The school recognises that most EAL pupils needing support with their English do not have SEND needs. However, if SEND needs are identified, EAL pupils will have equal access to school SEND provision, in addition to EAL support. This might include examination access arrangements for SEND issues if appropriate.

## **Recording, Monitoring and Reporting**

An EAL register is compiled by the EAL co-ordinator and available to all staff on the computer network. This includes information about which languages pupils speak at home. Home languages and ethnicity are also recorded on SIMS. EAL girls who need, or have needed, extra support are also included on the SEN register. All this information is updated annually.

Bilingual guardians as well as home guardians are invited to attend consultation evenings. Bilingual guardians provide a channel of communication between school and families overseas, where a language barrier could be a problem. This contact enables parents to be kept informed of any academic or pastoral issues and of pupil progress. It also means that parents can pass on relevant information or ask questions more easily about their daughters.

### **Provision**

The following measures are available for pupils who need them.

### **Curriculum support**

- A dedicated EAL section in the school library, which includes dictionaries, study skills books and EAL readers
- Subject specific vocabulary lists in planners
- Simpler textbooks in some subject areas
- Teaching approaches which promote language development
- An EAL section on the portal, which includes links to websites for independent study

### **Additional specific provision**

- Regular meetings as appropriate between pupil and Head of Year
- Timetabled EAL / curriculum support lessons, usually in place of MFL lessons
- External examinations in first language, where appropriate
- Examination Access Arrangements in accordance with JCQ regulations
- Preparation for IELTS examinations in the sixth form (International English Language Testing System – recognised by English-speaking academic institutions throughout the world)

### **Pastoral provision**

- Buddy system within form and / or teaching group
- Link with girls who speak the same language
- EAL prefects who are assigned new EAL girls and act as intermediaries between pupils and teachers

### **Promotion of bilingualism**

- School assemblies
- Multicultural issues in schemes of work

### **Staff support and training**

- INSET training for all staff
- Tips for teaching EAL girls available to all staff on the school network
- Advice available from EAL co-ordinator

### **Other policies**

See references to EAL in the Anti-bullying policy and the SEND – inclusion policy.

### **Success criteria**

Success is evaluated in terms of both academic progress and also integration and self-confidence within the school. Success is measured through:

- Levels of attainment in formal school assessments and external tests
- Levels of attainment in EAL assessments
- School reports
- Self-assessment
- Informal assessment by EAL teacher, subject teachers and pastoral staff

### **Publication and review**

The EAL policy is available to all staff on the school network.

The policy is regarded as a working document and reviewed and if necessary updated at least once a year. This review will be undertaken by the EAL co-ordinator together with input from the pastoral head. EAL issues are also included in the school's SDP and self evaluation procedures.

*Updated 16 October 2017*

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