



EAL Policy

Person Responsible:	Miss Brazier, Assistant Headteacher
Date Adopted:	October 2016
Date of last Review:	September 2021
Date of next review:	September 2022

1. Rationale

Chertsey High School provides an education for all which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils. Equality of access to the curriculum for all pupils, including those for whom English is an Additional Language, is ensured not only by direct language support from specialist EAL teachers but also by a whole school approach. This comprises a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

2. Aim

All students have full and equal access to the curriculum, whatever their religion, ethnicity, first language, special educational needs and gender. The aim of this policy is to set out how that access is achieved with regard to pupils for whom English is an Additional Language. The school will provide effective learning opportunities for all pupils by setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

3. Good practice in working with bilingual and multilingual pupils:

Chertsey High School recognises the following factors as being central to progress for EAL pupils:

- Recognition of the importance of home language
- Treating racism and bullying seriously (see Anti-Bullying Policy)
- Strong home/school and wider community links
- A learning environment that is sympathetic to a variety of cultures
- Resources which include bilingual materials
- A curriculum which portrays positive images and role models.

4. Implementation of EAL Policy

Chertsey High School has established support for bilingual students, including asylum seekers and teaching staff in the school. The role of the EAL teachers includes:

- induction of newly arrived EAL pupils
- initial assessment of language stage of EAL pupils
- teaching of small groups of pupils in the EAL Base, particularly those who are newly arrived
- providing in-class support to EAL pupils.
- monitoring of EAL students' progress
- developing self-esteem of pupils
- liaising with teaching staff
- liaising with the pastoral care team
- provision of advice on classroom strategies to support and include EAL pupils
- provision of advice on inclusive curriculum materials
- provision of advice on differentiation of work for EAL pupils
- promoting, encouraging and supporting with available means the maintenance and



development of a student's first language

encouraging and facilitating presenting pupils to first language national examination develop partnerships with parents

- liaison and developing partnerships with external agencies
- staff development
- collaborative planning including advice on strategies and resources, inset courses, language needs assessment and linguistic, cultural and social background
- provision of consultancy to staff on issues related to bilingualism and the learning and teaching of EAL pupils
- provision of consultancy to staff on equal opportunity and race equality

5. Curriculum Principles

The curriculum will reflect the ethnic and cultural diversity of the local area. Good education begins from sharing the experiences that students bring to school from a variety of ethnic and cultural backgrounds. The school's goal is to enable students from minority ethnic backgrounds to gain full access to the curriculum and to develop strategies for recognising and overcoming any obstacles that prevent them from developing their full potential in school.

6. Curriculum Planning

The needs of EAL pupils in accessing the curriculum will be carefully planned, as will the provision of a balanced and positive multicultural education. Teachers will ensure that the language and learning needs of pupils are clearly identified and provided for so that:

- the language and learning demands of the curriculum are analysed and support provided.
- visual support is provided for key concepts.
- planning includes opportunities for first language activities in the classroom.
- the support requirements of pupils are identified.

6.1 The Curriculum and Classroom Practice

At Chertsey High School, teachers have high expectations of all students regardless of ethnicity, gender, or social background. Activities are matched to pupils' needs and abilities and have a clear sense of progression with development in oral communication and literacy being supported through:

- the awareness and utilisation of the students' first language expertise
- provision of scaffolding/writing frames
- using story props

Practice and development in all four language skills of listening, speaking, reading and writing are encouraged through:

- collaborative activities that involve talk
- opportunities for feedback to others
- models produced by peers to show what can be achieved

Classroom organisation and groupings encourage and support active participation by:

- grouping and regrouping pupils for connected activities in order to develop language skills
- identifying 'supportive experts' in each group i.e. good readers and writers.
- using a range of grouping strategies (mixed/like ability, language, interest, random, gender, age).

Displays in the classroom and around the school reflect linguistic and cultural diversity. Dual language textbooks and bilingual dictionaries are available and students are encouraged to use them. Assessment methods allow students to show what they can do in all curriculum areas.



Access to meaning is provided by presenting and introducing lessons or topics with visual support – for example:

- videos
- maps
- posters
- pictures
- objects
- use of Information and Communication Technology (ICT).

7. EAL Pupils and Special Educational Needs:

At Chertsey High School, we understand that a student must not be regarded as having Special Educational Needs (SEN) solely because the home language is different from the language in which she/he will be taught at school but that a student has special educational needs if she/he has a learning difficulty. However, we also recognise that the spectrum of students with special educational needs will include a proportion of EAL students and others from ethnic minority backgrounds and that the early recognition of SEN in EAL students can be difficult. Consequently, assessment of SEN in EAL students will involve the Support for Learning Department and, if appropriate, the school will try and arrange an assessment in the student's first language.

8. Liaison with Parents

As with all students, it is acknowledged that liaison with parents is a vital element in the creation of a home/school partnership to support learning in school. Effective communication is the key for parents of EAL pupils and Chertsey High School will make sure that home language does not prevent the parents/carers either from accessing information on their student's special educational needs, or from putting forward their point of view. We will do this by:

- providing a welcoming environment, actively seeking to put parents at their ease in what may be an unfamiliar setting
- providing interpreters when and where they are needed, particularly at parents' evenings and parents' meetings with teachers and SMT
- monitoring letters and newsletters that are sent home to check that all language used is clear and straightforward
- reading through letters, where appropriate, with students before they are taken home
- provision of translations of school documents in community languages, where appropriate
- encouraging parental attendance at parents' evenings and participation in other school functions
- inviting parents into school to help with class activities, as appropriate, e.g. reading, cooking, class outings
- encouraging parental involvement with shared reading schemes and homework which may be specifically language based.

9. Assessment and Target Setting

The monitoring of EAL students' progress and development is shared between mainstream teachers and the EAL teachers. Individual student profiles are kept updated with relevant information and regular assessment tasks both indicate students' progress and inform curriculum planning. Students are encouraged to take responsibility for their own learning by setting their own targets for achievement and assessing their own progress.



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