



WESTBOURNE
ACADEMY

English as an Additional Language

Westbourne has students in all five year groups who are classified as having English as an Additional Language (EAL). They make up about 30% of the student population at the time of writing.

The term EAL is used to describe a diverse group of pupils for whom English is an Additional Language. What they have in common is that they use one or more language other than English at home or in their community. Learners arriving into English schools from overseas come from many different countries. Children from the same country may have diverse ethnic, religious, political or social class backgrounds.

EAL pupils may have recently come to the UK and require an induction programme, or they need help to continue to acquire the skills to speak, read, write and learn in the English language in order to achieve.

Ultimately, we want to ensure that all students reach their full academic and personal potential.

Objectives

- **To provide an environment where EAL students feel supported and their needs are understood**
- **To provide a learning environment for acquiring English language skills**
- **To provide a base where EAL pupils can meet with other students and celebrate their own cultures and heritage**
- **To provide an environment where good social interaction and behaviour is modelled**
- **To provide a team who will support the students in their learning**
- **To provide a team who will support teachers creating the right learning environment for EAL students**
- **To provide a team who will support the students with lessons, coursework and examinations**

Outcomes

- 1) To ensure that EAL students learn the English language and have a thorough understanding of life in a British learning environment and are integrated with their peers
- 2) To plan for and adapt accordingly the learning environment for these students
- 3) To ensure all EAL students achieve their full potential
- 4) To liaise with outside agencies to provide a cohesive support network that functions both inside and outside the academy
- 5) To liaise with parents/carers of the students to form an official, yet supportive agreement, that will underpin the provision and ensure that all parties are aware of their rights and responsibilities

The academy is proud of its inclusive approach to the education of its students. At Westbourne, we endeavour to make every effort to engage our students in learning.

The EAL department is the intervention the Academy employs to address the needs of students who speak English as an additional language and come from different cultural backgrounds.

Within the school, the EAL department disseminates information and training, liaises with departments to ensure the correct placement of EAL students in ability groups and differentiation of work.

It monitors and evaluates provision and progress for each student, adapting it where necessary. It also provides staff training and support.

Within the department, a combination of specialist teaching, lesson support, nurture and the observance of cultural identity is the basis for our provision.

The Equality Act (EA) 2010 and the Public Sector Equality Duty (PSED)

The EA 2010 refers to nine protected characteristics (age, disability, gender, gender reassignment, race, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation). The EA also placed a general equality duty on all public bodies, including schools. This replaced the previous race, gender and disability equality duties. The PSED requires schools to pay due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a protected characteristic and those who do not
- Foster good relations between persons who share a protected characteristic and those who do not

Roles and Responsibilities

The EAL department is very much a part of the academy's community and is strategically housed in one of the main corridors at the front of the school. This enables students to feel included and supported rather than isolated and struggling.

The EAL team leader (EAL Coordinator or EALCO) line manages the department and its staff. These consist of three part time EAL classroom assistants (EAL TAs), who work in a department that is equipped and furnished appropriately, as well as in the mainstream classrooms. Whilst learning is at the heart of everything we do, the department is also set up to accommodate nurture work, social interaction and the celebration of the students' cultural heritage.

The prevailing philosophy for EAL provision in most UK contexts is that all teachers should plan and resource lessons suitable for EAL learners within the class or subject curriculum. The National Curriculum for England 2014 and Ofsted guidance make it clear that all teachers are responsible for ensuring that learners with EAL make progress in line with their peers.

The role of subject teachers

All teachers are teachers of EAL and need to consider language demands alongside the content of the curriculum and plan how they can support students to develop oracy and literacy appropriate to their subject. Their role is also to:

- develop consistent approaches to teaching and learning in literacy
- build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- model writing for key text types within their subject
- differentiate in order to make, as far as possible, the curriculum accessible to EAL learners

As stated on the DFE Teachers' standard 5 all teachers should adapt teaching to respond to the strengths and needs of all pupils and:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

The Governing Body and the Principal's Responsibilities

- Ensure that this policy is kept under review and updated at least every two years
- Ensure that that the provision remains appropriate, relevant and affordable
- Monitor the effectiveness of this policy by reviewing the achievement and progress of EAL students

How these are achieved

The policy is reviewed by the Governors' committee who also invite the EAL Coordinator or the EAL SLT link to report to them annually on progress and developments.

The named link Governor visits the academy and meets with the EAL Coordinator or the EAL SLT link to review practice.

The Principal reviews progress and attainment of EAL students as part of the review of the performance of all students, and reports this to the Governor's Committee.

EAL GOVERNOR: Revd. Jutta Brueck

Team Leader for EAL or EALCo

The academy employs one EAL Coordinator or Team Leader who is responsible to the Principal and Governors for the oversight of the EAL department, the progress of the students within the unit and the mentoring and training of the staff within the department. The Team Leader will liaise with relevant outside agencies either personally or through the SLT link. They will attend meetings both on and off site and prepare reports to inform outside agencies of student progress.

The EAL Coordinator is responsible for managing the department, maintaining accurate student records, liaising with primary schools and other high schools, mid- year admissions interviews, liaising with the outside agencies who are involved, liaising with the relevant Heads of House, departments and the SENCo, planning the induction, EAL intervention and the EAL curriculum, deploying staff, timetabling, reporting back to the SLT about student progress and any concerns.

Responsibilities

- To line manage the staff in the EAL department and carry out the Performance Management Review of all EAL staff.
- To liaise with Heads of House to identify those students joining the academy who are classed as EAL.
- To identify students in Year 6 at local primary schools who are classed as EAL.
- To review the progress and attainment of EAL students.
- To identify and deliver appropriate professional development for the staff working with EAL students.
- To report on the progress of EAL students to the Principal and Governors.
- To communicate effectively these students' needs to all staff.
- To liaise with Team Leaders so that an up to date knowledge of the curriculum and teaching practice is held.
- To use data to inform lesson planning and to encourage students to achieve maximum potential.
- To liaise with outside agencies – including the Standards and Excellence Officers Team – to ensure that all current information is known and applied to the work with EAL students.

EALCO: Maria Graziani, who is a qualified teacher and has achieved Specialist Leader in Education (SLE) status in January 2020

EAL Teaching Assistants x3

EAL TAs are individuals who are highly skilled in working successfully with EAL students and have particular skills in a foreign language and ESOL experience.

They are responsible for supporting the EAL coordinator and mainstream teachers in the delivery of learning, supporting the students in lessons and modelling good behaviour, good manners and good social interaction.

There are currently three part time Teaching Assistants attached to the EAL department.

Responsibilities:

- To support the EAL department and mainstream teachers in the delivery of relevant, accessible and successful learning experiences.
- To support students in mainstream classrooms – both linguistically and culturally.
- To clarify and explain instructions and ensure full task understanding.
- To, when appropriate, prepare differentiated material suitable to the specific needs of the individual student
- To deliver intervention programmes.
- To assist the Team Leader with maintaining accurate records.
- To contribute to reviews of the students' progress.

EAL TAs: Liz Herbert, Lucy McEvoy, Heather Nisbet

EAL Students

The rich diversity of England's culture, society and language, which has evolved over centuries, is reflected in schools. Over 30% of pupils are from an ethnic minority background and there are currently over 1.5 million learners with English as an Additional Language (EAL) in UK maintained schools. EAL learners represent nearly 17% of the secondary population in England. National data is gathered via the school census. The Department for Education (DfE) defines 'first language' as 'the language to which a child was initially exposed during early development and continues to be exposed in the home or in the community'. (Bell Foundation)

Students joining Westbourne directly from a non-English speaking country

When students join us with no experience of a British school and little or no skills in the English language, the department puts an Induction Programme in place.

The student is interviewed with a member of their family and as much information as possible about previous education, medical and learning needs will be collected. The student will be tested, a pen portrait produced and distributed to school staff.

Another EAL pupil will be assigned to the new arrival as a buddy, if possible. This will help the new student integrate at Westbourne.

Since 2015, we have an induction process in place for new arrivals. From September 2021, the induction will run from 1 to 5 days maximum. To make sure the programme runs smoothly and regularly new arrivals will have set admission dates every half term.

The length of the induction programme and the time pupils will be withdrawn from mainstream lessons will vary for each student, depending on pupils' language proficiency. There will be different routes of induction, depending on assessment and pupils' level of English proficiency. The first route is for pupils who have a good level of English. Pupils will spend one day with the EAL team to learn about Westbourne and have a day to settle in the academy. The second route will take two days and is for pupils who have some knowledge of English, but are completely new to the British education system. The pupils will have a chance to reinforce the main language skills needed for the curriculum as well as familiarising with the new system and the academy. The final route lasts 5 days. This last route is designed for pupils who are assessed as step one or pre-step level in their first assessment. All pupils will attend tutor time in mainstream from their first day.

This induction programme will enable the EAL team to monitor language acquisition regularly as well as pupils' needs and intervene with more appropriate and personalised interventions where necessary and liaise with appropriate external agencies if required. It will also prepare students for the mainstream curriculum, improve attainment in mainstream curriculum subjects and make sure that pupils have a smoother start at Westbourne.

Students joining Westbourne from another British school

Students can join us through our Year 7 intake from local primary schools but are still classed as EAL. After being in the UK for two years EAL students will have the basic skills required to communicate. However, they will still need intervention to achieve academically, as it takes approximately 7 years for an average ability individual to possess language skills that are good enough to achieve their full academic potential in a second language. Sometimes students are outside of this guideline and for a variety of reasons have not acquired sufficient skills in English to enable them to independently access a mainstream high school curriculum. These students will be identified through our primary liaison programme. The EAL Team Leader will liaise with the SENCo and with the feeder schools to ensure that students joining us in Year 7 are identified according to need.

Students can also join us at any time in Years 7 – 11 from other British high schools. The EAL Coordinator will liaise with Heads of House to identify these students and will make a judgement on the level of support required.

Pupils are assigned a language proficiency code after assessment or during a brief induction. The assessment framework used is the NASSEA assessment framework. We also use standardised reading assessments as well as in house tests and formative assessments.

The EAL provision has extended to incorporate following interventions:

TA classroom support- EAL TAs are placed where EAL pupils are underachieving, regardless of ability of the group.

HOME LANGUAGES GCSE- where possible, all EAL pupils who are literate in home language do their home language GCSE. The EALCo organises exams and interpreters as well as revision lessons with outside speakers.

1:1 MENTORING- EAL TAs deliver this, after consultation with EALCo- help with H/W and classwork, work on attendance and punctuality, work on integrating in a British school.

H/W club: one EAL TA delivers this Mon-Thu. Helps EAL pupils with H/W.

KS4 SUPPORT CLASSES- One group in y 10, one group in Y11. During these sessions, pupils work independently on main curriculum subjects. The EALCo helps with consolidating topics at the requests of the pupils or class teachers. The EALCo also provides dictionaries and study aids, as well as materials from other subjects. The EALCo re-teaches specific topics. Some pupils work on grammar and basic language skills. Sometimes pupils cover a literacy skill as a class or core subjects topics, i.e. describing, writing a letter, etc.

TRANSITION- the EALCo leads on Y7 and Post 16 transitions with extra visits and bespoke programmes for specific groups of students.

PARENTAL ENGAGEMENT- Direct Line with EALCO, 1:1 meetings, parent days.

FIRST LANGUAGE ASSESSMENTS-This is done for pupils who are making no progress in acquiring English and who could have SEND. The EALCo has designed a framework, which is then adapted to each language and level as needed, with the help of language interpreters. The results are then used as evidence for SEND assessments and interventions, as well as to inform staff of literacy levels of specific pupils.

Y 7 NURTURE GROUP- all new EAL pupils in Y 7 who are not school ready go into 7H or 7D, after liaising with the SENDCo.

KS3 INTERVENTIONS- Depending on need, we deliver EAL literacy, focussing on reading skills to newly arrived students and to underachieving KS3 pupils. These are currently timetabled along MFL lessons and are delivered with the SEND team.

Data and baseline assessment

All new EAL pupils are assessed on their first week and this grade is recorded in the pen portrait, which is distributed to all relevant staff. The assessment framework we use is the NASSEA assessment framework. We also use standardised reading assessments as well as in house tests and formative assessments. Pupils are also assessed for Maths by liaising with the maths team. This is handed out to the maths department and used to set the EAL pupils according to mathematical ability. Strategies are outlined on the pen portrait based on English Proficiency assessment and grades. Any other subject grades from previous schools are also reported on the pen portrait, if available.

Pupils joining from local schools or local primary schools have data provided by their previous schools, which is used as the Academy baseline data for those pupils.

Keeping abreast of EAL developments

The EAL Coordinator attends local network meetings and national training sessions as well as liaising with various local authorities' inclusion teams on a regular basis and Standards and Excellence Officers from Suffolk County Council. Any new development in the EAL field is passed on to all staff via the main school bulletin, using emails or during CPD sessions.

The EAL coordinator liaises regularly with the catchment primary schools as well as other local schools, within the Ipswich area and the Academy Trust.

The EAL coordinator also leads on exchange projects with schools from abroad or within the county. These projects bring funding and valuable experience to all staff.

Social/ cultural integration

The EAL Coordinator liaises with outside agencies like the Iris Group, the Suffolk Refugee Support group, Ipswich Borough Council, Suffolk County Council and any other support group, charity or local organisation which benefits Westbourne pupils and promotes integration.

EAL pupils become EAL ambassadors for the Academy. In this role EAL pupils help the integration of newer arrivals into the school community.

The EAL Coordinator also organises family meetings for the different groups to encourage participation and parental engagement with the academy.

In the summer term every year, the EAL department hosts Roma mums support group, the Muslim mums support group, the Portuguese families support group, the Asian mums support group and the Eastern European parents morning.

Safeguarding and looking out for extremism

EAL pupils are at a greater risk compared with other children, due to language barriers. The main risk our particular students incur in is child trafficking, where a child is brought in the UK by adults other than their parents for a variety of reasons. Other issues we face are: forced and under age marriage, FGM, exposure to extremism via social media as well as the same safeguarding issues faced by British children, including gang and County Lines.

The EAL Coordinator addresses this by strict checks during admission meetings, where all relevant documents are obtained and collated. Any issues found are then reported to the safeguarding lead and the local authority on the day of the admission meeting, who then take the appropriate action.

The EAL Coordinator liaises with the safeguarding lead and pastoral heads and reports any issues regularly.

The EAL Coordinator also attends events organised by the local Muslim community to promote engagement with the academy.

Attendance

The EAL Coordinator works with the attendance manager to monitor attendance of EAL pupils, making sure EAL parents make contact with the academy on the first day of their child's absence and also that they follow the same procedure as British parents when requesting time off for their children during term time. The EAL Coordinator also liaises with community groups to support school attendance of all communities.

Promoting tolerance and respect

Westbourne Academy promotes the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. For EAL pupils who have arrived from abroad, British values are covered in the induction programme. All EAL pupils are integrated in mainstream tutor groups and they can take part in school council elections alongside their British peers. They also receive appropriate spiritual, moral, social and cultural (SMSC) sessions alongside their British peers in the mainstream curriculum during Enrichment sessions.

Summary

Westbourne Academy has an ever increasing EAL population, which makes up approximately 30% of the student body. After a consultation with the Equalities and Minority Ethnic Attainment Team in 2012 and the creation of the EAL department, independent from the SEND department in January 2014, we as an Academy have made and continue to make many changes and improvements to make sure our provision for EAL pupils is fit for purpose and helps all our pupils make the best progress possible.

The EAL Department and the Academy needs to make sure EAL pupils continue to receive appropriate provision. The provision also needs to be managed, monitored and reviewed on a regular basis and changed or adapted to new circumstances and need.