

Unlocking the Potential of Every Child

# EAL POLICY

## 2024 - 2025

**Revised: September 2024**

**Review Date: September 2025**

Safa British School is committed to Inclusion and welcomes all learners. We aim to develop cultures, policies and practices that include all learners, and we are committed to providing them with opportunities to succeed and reach the highest level of personal achievement. We respond to learners in ways which take account of their varied life experiences and needs, and take steps to prevent additional educational needs becoming barriers to learning. By this positive action, we believe all students, regardless of age, gender, ethnicity, special needs, attainment and background, will receive equal opportunity to make progress and fulfil their potential.

### **Definition**

**EAL** – A student is classified as an EAL (English as an Additional Language) student at SBS if either their first language (their mother tongue) or their home language is not English. This includes students who are bilingual, and those whose first language may be English, but who do not speak English in the home. This is regardless of the student's English language proficiency. Approximately 52% of the SBS student population consists of EAL students. However, not all EAL students require ELL provision.

**ELL** - ELL (English Language Learners) students are those students who are still learning English and whose level of English impedes on their ability to fully access the mainstream curriculum.

A student would be classified as an ELL student if they have one or more of the following characteristics:

- struggles to access the curriculum due to language barriers
- struggles with basic everyday communicative and comprehension skills
- works several sublevels or lower than their expected year group in English due to language barriers

### **Rationale**

At SBS we celebrate students' differing cultures, backgrounds and languages. We aim to offer an inclusive education in which the student's first language is acknowledged and encouraged to develop alongside their acquisition of English. We recognise that learning an additional language is a long-term process. While basic interpersonal communication skills (BICS) can usually be acquired within two years, it is known to take up to seven years to gain the language needed for academic success (cognitive academic language proficiency - CALP).

### **Aims/Objectives**

- To enable students who are EAL and ELL to have full access to the curriculum (and other educational opportunities), ensuring that they fulfil their academic potential
- To provide our EAL and ELL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate
- To ensure that our EAL and ELL students attain curriculum levels and public examination grades appropriate to their abilities
- To provide clarity to teachers, parents and students on the differences between EAL students and ELL students
- To ensure that staff recognise and support the needs of all our EAL and ELL students

### **To ensure learning and success:**

- students who are learning English as an additional language should be placed alongside fluent users of English who can provide good language and learning role models.
- we need to understand and accommodate the fact that the student may already have acquired the relevant skills and concepts of a subject, but initially may lack the language to express these in English.
- we should not consider learning English as an additional language a 'special need' and ell students should not be automatically identified for special needs support – this is likely to be inappropriate to their needs. however, additional provisions should be put in place for students with significant language barriers.
- we must understand that test scores may not accurately reflect the potential of a student who is in the early stages of learning English as an additional language and should not therefore be used as the main criterion for placing the student in a teaching group.
- be aware that an ell student's social language (normally acquired in around 2 years) may be much more advanced than their academic language.

### **Teaching and Learning**

We will:

- provide additional support outside the classroom in listening, speaking, reading and english comprehension. students will continue to receive support from teachers and learning support assistants in the regular classroom in other areas of the curriculum.

- consider our own language use and provide suitable contextual clues for eal and ell students.
- be aware that our school culture and environment (our model of teaching and learning, procedures, routines, and practices) may differ from the school culture that our eal and ell students are familiar with.
- provide contextual support, such as pictures, objects, diagrams, actions, videos, gestures, etc to aid in language acquisition.
- identify and teach key words and phrases and provide opportunities for rehearsal.
- value and draw on the student's previous knowledge, skills and experiences.
- keep instructions and explanations brief.
- ensure clear layout of worksheets/support materials.
- regularly check the student has understood instructions.
- provide small group collaborative activities where listening and talking are central to learning.
- provide key visuals to teach and reinforce concepts and support language acquisition: flow charts, tables, diagrams, mind maps, etc.
- provide scaffolding for reading and writing tasks, e.g. writing frames and information grids.
- targeted link interventions, using evidence-based programmes such as language links.
- develop partnerships with external language centres to assist students where additional support is required.
- create individual education planning (IEP) with language-based goals and strategies, made collaboratively with teachers, link and parents.

### **Additional Educational Needs and Gifted Students**

SBS recognises that most ELL students needing additional support do not have additional learning needs. However, should additional needs be identified during initial assessment, or subsequently become apparent, ELL students will have equal access to the relevant support from the LINK team. Similarly, the school recognises that there will be ELL students who are gifted and/or talented. While their English language proficiency may make this less apparent, the identification process used at SBS, where behaviours are observed and non-verbal measures are used, should ensure they are identified.

### **Supporting Parents**

SBS has a strong commitment to ensuring that the home-school partnership effectively supports student's learning. The school

- undertakes to provide parents with information on their student's class activities through regular newsletters and meetings.
- will strive to provide an interpreter to attend parent/teacher meetings where necessary.
- will create IEPs to include collaborative goals, strategies for home and parent guidance.
- provide parent seminars and events to provide information and guidance on supporting English language development.

### **Review and Evaluation**

School data will include relevant information on EAL and ELL students. This will include needs, level of English, support, achievement and progress. Evaluation will

- be assured through regular updating of the SBS provision maps which will enable the school to monitor progress and set targets.
- provide the basis for planning programmes of action and targeting time, support and resources.
- assessment of IEP goals to occur termly, with next steps and outcomes recorded and shared with all parties; parents, teachers and LINK.
- language assessment baseline and at exit to measure the effectivity of all ELL intervention provision.