English as an Additional Language (EAL) Policy

Written in consultation with NALDIC – the national subject association for EAL

To be read in conjunction with:

The Admissions Policy
Equal Opportunities Policy

English as an Additional Language (EAL)

EAL provision is available to all pupils whose first language is not English and who need additional language support to fulfil their potential.

The Academic Support Department will make provision, where necessary, for those pupils for whom a deficit in language knowledge is restricting their academic and social development. Bedford Modern School aims to remove the barriers that stand in the way of our EAL pupils, to enjoy academic success equal with that of pupils with English as a first language.

This policy is part of our commitment to and evidence of Fundamental British Values, in creating a tolerant, kind and open community where all are respected and can flourish within our school community, irrespective of whether or not English is a pupil's first language.

Aims

We aim to ensure that EAL pupils:

- Become fluent in all aspects of the English language
- Are supported so that they gain full access to the school curriculum
- Progress in all aspects of speaking, listening, reading and writing
- Can respond appropriately in formal conversation
- Understand the complexities and nuances of social conversation
- Develop an appropriate understanding of written language
- Acquire specialist subject-specific language

Admissions Policy

EAL pupils are subject to the same admissions procedures as other pupils. We ask for EAL needs on our application form, and also allow an applicant's current school to inform us of any EAL needs on a pupil's reference. Allowances will be made regarding the admissions tests to allow those with EAL to show their full potential, assuming all of the following criteria are met:

- The applicant's first language is not English
- The applicant has lived for 3 years or less in the United Kingdom before the date of testing
- English is not spoken in the family home

- In the period before moving to the United Kingdom, the applicant had no prior knowledge of the English language (either through attending an English-speaking school, or receiving any English language lessons at their school)

These guidance points are not exhaustive: please consult the current JCQ Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments document for further information.

In the above circumstances, we will afford 10% Extra Time and the use of a bilingual dictionary for appropriate elements of the day. It is the responsibility of the candidate to bring the bilingual dictionary with them on the day of admissions testing. The dictionary must only contain translations of words: it cannot be a glossary of terms, and cannot contain any other materials to support the candidate. If any such material is found, the dictionary will not be allowed in the admissions tests.

The admissions tests will still be delivered in English as they are for all applicants – they will not be translated into the applicant's first language, nor will the applicant's responses be translated either from English into their first language or vice-versa.

The provision of Extra Time is offered only due to the increased time the applicant would need to access a bilingual dictionary.

We do not apply a policy of 'double adjustment' once a concession has been made to support a pupil in taking the entrance exams: all entrance data is then considered evenly for all pupils, as it is by exam boards and universities. This further reinforces the need for pupils and parents to disclose any EAL needs during the application process, to allow us to make potential adjustment to support a pupil taking the entrance exams.

Identification

We use the Department for Education census guidance for 2017 – 2018 which asked schools to highlight on their census returns the level of proficiency for pupils for whom English is not a first language using a five-point scale of:

• (A) - New to English • (B) - Early acquisition • (C) - Developing competence • (D) - Competent • (E) - Fluent

This identification is required for any pupils whose first language is recorded as anything other than English. This is defined as a language that a child was exposed to during early development and continues to be exposed to in their home or their community.

Once an EAL pupil has been assessed as fully proficient in English (code 'E' – Fluent) the school may discontinue ongoing assessment of that child. However, for all proficiency levels below fluent, it is expected that schools will continue to monitor proficiency on an ongoing basis to ensure adequate levels of support are provided to support the child's education.

We aim to identify those who might benefit from EAL provision in the following ways:

- Declarations by parents on the application form to join BMS and during the first term when a pupil has arrived into the school
- Information provided by an applicant's current school when applying
- Pupil or parental concern once a pupil has joined the school

- Teachers' concerns that might be raised either from verbal or written work of pupils

Pupils, parents and teachers are encouraged to alert the Academic Support department to any potential EAL concerns as soon as possible to allow investigation and appropriate sources of support to be provided for the pupil.

Please note that someone who has learnt a language at school – for example by taking a GCSE in French – would not be classed as possessing English as an Additional Language.

EAL Register

The School recognises its obligation to maintain a register of those with EAL so as to ensure appropriate support is given. We maintain an EAL Register with details of those pupils who score level D or below (i.e. below fluent on the Department for Education scales and the level below which we need to maintain provision and consideration for pupils under Department for Education guidance). Details of EAL pupils are kept on the EAL Register which is kept in our school information management system.

Those who are deemed likely to need support having been identified as below fluent in English are given a further, qualitative assessment which is used to inform a decision as to the appropriate scheme of support.

In keeping with the spirit of The Equality and Human Rights Commission guidance for reasonable adjustments for disabled pupils, 2015, we recognise and respect a pupil's or parent's request for their learning need or disability to remain confidential and thus not to be disclosed to staff if they so wish, and in this way pupils and parents can ask for a pupil not to be entered onto the EAL Register.

Provision

Provision for those on the EAL Register is either through in-class support by teachers, or in addition within the Academic Support department either in terms of formal lessons or informal monitoring of the pupil in a variety of ways.

Details of those on the EAL Register are available to class teachers who are required to note, consider and tailor their lessons to the needs of those on the EAL Register.

Heads of Subject are required to highlight on schemes of work the ways in which EAL pupils are supported to fully access the curriculum.

The SENCo, Student Welfare and Wellbeing Lead and Director of Academic Support retain general oversight of welfare provision for those with EAL needs and liaise with relevant parties to support the child.

Monitoring

We actively monitor the reports and end-of-year examinations of those on the EAL Register to ensure they are making good progress, and implement interventions and further support where good progress is not being made.

We also monitor the school attendance records of those on the EAL Register, as well as the rewards system to ensure that EAL Register pupils are both attending school and achieving at a level commensurate with other pupils.

Laura Hendry
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October 2018
Review October 2019