



PINNER

HIGH SCHOOL

Policy	English as an Additional Language Policy
Date of Review	September 2024
Reviewed By	SENCO and Inclusion Manager
Date of Approval	October 2024
Approved By	Deputy Head
Date of Next Review	September 2026
Statutory/Non Statutory	Non Statutory
Website/Non Website	Website



Statement of intent

Pinner High School is committed to meeting the individual and unique needs of every one of its students so that they develop their full educational potential. We value the linguistic and cultural diversity that enriches our school and wider community, as we believe that it provides life to our motto 'Inspiring Learning'.

At Pinner High School, we endeavour to:

- Promote equality of opportunity for all learners for whom English is an additional language
- Deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language
- Ensure EAL pupils reach their full potential

Objectives

We believe that every teacher, and support staff should be equipped with the skills and expertise to effectively meet the needs of all groups of students. All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and everyday planning, teachers should recognise the following:

- The importance of teachers (or additional adults or other children) modelling the key subject language
- The need to teach and promote subject-specific terminology and new concepts
- A high proportion of EAL students at Pinner High School are advanced learners of English and their needs should be met through whole school provision. The language development needs of these students is addressed through the strategic development of literacy across the school, evidenced by lesson observations, learning walks and book looks.
- The importance of planned talk and opportunities to facilitate oracy across all areas of the curriculum.
- Using a range of assessment strategies both formative and summative to assess both prior and current learning and in order to examine future needs and contribute to the setting of targets, in line with the school assessment policy.

Guidelines for EAL Intervention Sessions

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level. Liaising with the SEND department for any additional support if needed
- To promote and encourage the development of the children's first languages in order to facilitate concept development in tandem with their acquisition of English
- To use key visuals and other strategies to support children's access to the curriculum
- To ensure that language and literacy are taught within the context of all subjects
- To actively liaise with parents to help them to support their children's learning
- To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate

- To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners
- To celebrate multilingual skills and promote linguistic diversity with all pupils

EAL Pupils with Special Educational Needs

The EAL team will liaise with the SENCO to ensure effective and strategic provision for individual pupils.

If necessary, a first language assessment is provided to assess the needs.

Supporting the EAL Policy

Provision for students with EAL is a whole school responsibility. The role of class teachers is to:

- develop consistent approaches to teaching and learning in literacy and to 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
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

EAL Team: Staffing

EAL Coordinator/SENCO: Hannah Walls

EAL Provision Manager: Maran Dhannie

EAL Teacher: Mariyam Ali

EAL Provision for English: Bilal Ramzan

Assessment of Fluency in English

We assess bilingual pupils using the whole-school curriculum and Edexcel GCSE Language and Literature. When students join the school, their language and learning needs are promptly assessed. Appropriate support is swiftly arranged to ensure students are integrated into school life and make progress. We are aware that pupils become fluent in social interactions quickly and that it takes up to 10 years to become fluent in the language needed for academic success.

Monitoring and review

Progress is monitored through the data provided by the whole school and monitoring and tracking systems. Provision is reviewed on an ongoing basis, and adjusted according to the needs of the students and the capacity of the school.

The **Governing Body**, in co-operation with the **Headteacher** at Pinner High School will:

- Be responsible for determining and reviewing the policy and provision for students with EAL, and ensure that these are implemented and reviewed;
- Ensure that provision for students with EAL is an integral part of the school development plan, and implement appropriate staffing and funding arrangements to provide for students with EAL;
- Monitor, evaluate and review provision as part of the school self-evaluation cycle, prioritising future action accordingly.



The EAL Coordinator is responsible for:

- Effective liaison with previous schools so that all information about students with EAL is received;
- Overseeing the day to day full implementation of this policy;
- Ensuring that an agreed, consistent approach is adopted;
- Enabling staff to identify students with EAL; through publication of student profiles, relevant SEN documentation; and disseminating new information provided by health and social care services;
- Carrying out observations of students experiencing difficulties;

Working in partnership with parents/carers

Parents/carers:

- Supporting parents to access translators when necessary.
- Liaising with external specialists to access further support for families when necessary.

SENDCO October 2024