

HOWELL'S SCHOOL: WHOLE SCHOOL AS AN ADDITIONAL LANGUAGE POLICY (EAL)

School Context

As a selective, fee-paying school, Howell's School, Llandaff, rarely has EAL beginner learners, although some learners joining from abroad may go through an initial silent period as they get to grips with their new environment. The majority of bilingual learners at Howell's are fluent in English when they join, have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi-fluent in another family language.

With the particular Welsh context, we do have a number of learners who have previously studied in the Welsh medium, or who are Welsh speakers at home. It is important to note that if a learner has been educated in Irish or Welsh, they do not meet the definitions for EAL.

Whilst it is important to be alert to the fact that EAL needs may 'surface' as more competent learners progress in their education, it is also the case that many will have no language support needs during their time at the school. In such cases EAL provision is still relevant however, in terms of supporting and celebrating these learners' abilities, as outlined below.

Aims of the Policy

The aims of this EAL policy are:

- To define the school's objectives regarding EAL and how these will be met
- To define the overall organisation and management of EAL provision in the school
- To define the nature and level of school support for EAL

The School's EAL Objectives

- EAL learners are identified and procedures are followed to ensure their needs are met and they achieve their potential
- Procedures are in place to ensure teachers and non teaching staff are aware of such learners and supported in meeting their needs
- EAL learners are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- EAL are actively encouraged to participate in extra curricular activities
- The views of the pupil are sought and taken into account
- Parents/guardians are encouraged to play a role in EAL learners' education
- Appropriate resources are available and are used in the school
- EAL learners are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate
- The school's overall ethos helps learners feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness
- Bilingualism and multiculturalism are actively supported and celebrated.

Roles and Responsibilities for Management of Provision

On entry, any EAL issues will be coordinated by the Principal in conjunction with the Assistant Principal ALN, Mr Tom Walters, the SENCO, Mrs Freda Harvey and the relevant Head of Year in the Senior School, and for the Prep School, the Deputy Principal, Head of Prep, Mrs Abby Matthews.

Admissions

Admission is dependent on sitting a test in the English medium as this is the language in which learners are taught.

In line with JCQ regulations, an EAL learner may be entitled to extra time or the use of a bilingual translation dictionary in entrance tests as in external examinations. In order for this to be arranged, it is important for details to be provided of a potential student's language needs well ahead of time.

In order to help in supporting learners new to learning in English, we try to collect and record the following information:

- Country of origin
- Date of arrival in U.K.
- Learner's first language
- Other languages spoken at home/by pupil
- Pupil's previous levels of achievement in their first language
- Information on the pupil's educational background and prior attainment is sought whenever possible

Identification and assessment of EAL

All learners are screened at point of entry. Any issues related to English as an Additional Language should be declared prior to this, and anything arising from the initial screening will be discussed before offering a place.

Sources used to identify and assess the needs of EAL learners include:

- Information from the application form
- Information from the previous school
- Information from parents/guardians
- An analysis of entrance papers
- Work sampling
- Teachers' comments and observations

Howell's School recognises that most EAL learners needing support with their English do not have ALN needs. However, should ALN needs be identified during assessment, EAL learners will have equal access to school ALN provision, in addition to EAL support.

For those who are new to English, the Bell Foundation's EAL Assessment Framework is used to provide a structured programme to support learners' progress in English Language.

Provision

In class provision for EAL learners will be similar for as for provision for any other individual need and may include:

- Differentiated work
- Teaching approaches which promote language development
- Provision of bilingual dictionaries and other resources
- Departmental support – subject specific vocabulary lists; simpler text books etc
- In public examinations, an Examination Access Arrangements, as appropriate in line with JCQ regulations.

For basic language issues, EAL learners in the Senior School may be given some small group or individual instruction in line with other learners with basic literacy issues. These sessions have two main aims: the first is to improve the learner's knowledge and use of English; the second is to help her/him with classwork and homework in her regular school subjects. Lessons cover grammar, vocabulary and using appropriate English in different situations. Skills such as note-taking, reading, writing, asking questions and making oral presentations are developed. Helping with school subjects could include going over worksheets and textbooks, checking understanding and giving the learner the vocabulary and grammar needed to express the concepts.

Likewise, EAL learners in the Prep School with basic literacy issues may receive support for the learner may be in the form of different learning materials or special equipment, some small group or individual support, or focussed in class support from a teaching assistant.

In situations where more individualised support is needed, specialist EAL teaching may be required. This can be arranged by the school outside of curriculum time. Parents usually pay for these lessons, or they may be paid for wholly or partly by the school, according to the Principal's discretion, and depending on need. These sessions are usually delivered by the specialist EAL teacher.

For students in the College who hope to progress to study at British Universities and who do not possess recognised English Language qualifications, weekly IELTS lessons are provided. They are supported until they have reached the standard required by their perspective institutions. Fees for IELTS tests are met by the candidates themselves.

Pastoral provision

We aim to promote inclusion of EAL learners by catering for their individual needs. This may include

- Integration of EAL learners within school - buddies (older/same language; lesson buddies)
- Support groups within/outside school
- Contact with parents/guardians

Recording, Monitoring and Reporting

EAL learners are closely monitored in terms of their academic attainment and their effort. Parents are informed of their progress at Parents' Meetings and their regular academic reports. Close communication is maintained by the Assistant Principal ALN, the SENCO, and the relevant Head of Year in the Senior School, and for the Prep School, the Deputy Principal, Head of Prep, Mrs Abby Matthews. Ashill.

Staff Support and training

Include information on the school's arrangement for training of:

- the EALCO or member of staff with responsibility for EAL
- teaching staff, including peripatetic teachers
- support staff
- the pastoral team

Refer to the location of:

- additional teaching resources
- information on teaching strategies
- background information about languages and countries of origin

Training in EAL may take several forms for staff:

- In departmental meetings where Assistant Principal ALN and SENCO advise staff on procedures supporting language acquisition
- In HoDs' meetings where the Assistant Principal ALN, the SENCO or EAL teacher reports to staff on developments in EAL teaching
- In staff meetings/staff briefings/via e-mail where information concerning individual learners requires quick and effective communication with subject teachers
- The Assistant Principal ALN or SENCO is available to attend core subject departmental meetings to advise staff on such provision
- INSET days: on these occasions part or all of a day may be devoted to examining one of the key issues of EAL, or on giving practical advice to the whole staff from specialists in the field
- Specific training via external agencies such as the GDST for SENCOs or teachers in co-ordinating and implementing policy on EAL

Key contacts

- Assistant Principal (ALNCO) – Mr T Walters
- Special Educational Needs Co-ordinator – Mrs F Harvey

Policy updated: November 2023