



**ST JAMES**  
Senior Girls' School

## **EAL Policy**

---

**St James Senior Girls' School**

September 2023

## Contents

1.	Profile of the School .....	3
2.	Mission Statement .....	3
3.	Aims of the Policy .....	3
4.	The School's EAL Objectives .....	3
5.	Roles and Responsibilities for Management of Provision.....	4
6.	Admissions .....	4
7.	Identification and assessment of EAL .....	4
8.	Recording, Monitoring and Report.....	5
9.	Provision.....	7
10.	Staff Support and training .....	8
11.	Publication and review .....	8

## **1. Profile of the School**

- 1.1. We offer an education which nurtures and enriches the physical, intellectual, emotional and spiritual development of our pupils. Our happy, united atmosphere provides the ideal environment for every girl to discover her own unique combination of strengths and talents and to 'be the best she can'.
- 1.2. Within this environment, pupils with EAL of varying level (some completely new to English and others with some English competency), thrive and make excellent progress. Pupils come from a wide range of backgrounds and are accepted from both the state and independent sector.

## **2. Mission Statement**

- 2.1. It is our duty to provide equal opportunities for every pupil in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.
- 2.2. St James Senior Girls' School believes that all teachers are teachers of pupils with EAL and adopts a "whole school approach" to learning difficulties and differences. Staff work to ensure inclusion of all pupils and the School is committed to ensuring that pupils with EAL enjoy their education, can fulfil their potential, achieve optimal educational outcomes, make a successful transition into adulthood, whether into employment, further or higher education or training, and become confident individuals living fulfilling lives.

## **3. Aims of the Policy**

- 3.1. The aims of this EAL policy are:
  - 3.1.1. to define the school's objectives regarding EAL and how these will be met;
  - 3.1.2. to define the overall organisation and management of EAL provision in the school;  
and
  - 3.1.3. to define the nature and level of school support for EAL.

## **4. The School's EAL Objectives**

- 4.1. EAL pupils are identified and procedures are followed to ensure that their needs are met and they achieve their potential;
- 4.2. EAL pupils 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;
- 4.3. EAL pupils are actively encouraged to participate in extra-curricular activities;
- 4.4. the views of pupils are sought and taken into account;

- 4.5. parents/guardians are encouraged to play a role in EAL pupils' education;
- 4.6. the School's overall ethos helps pupils to feel valued members of the school community, to thrive in a culture which may be foreign to them, and to appreciate their own cultural uniqueness; and
- 4.7. bilingualism and multiculturalism are actively supported, including through assemblies given by staff and pupils.

## **5. Roles and Responsibilities for Management of Provision**

- 5.1. The SENDCO/EAL co-ordinator monitors the progress of and supports EAL pupils with all aspects of language and communication. The SENDCO/EAL co-ordinator communicates with teachers to ensure appropriate strategies are employed in the classroom, allowing EAL pupils to thrive. All EAL pupils are listed on the EAL pupil list which outlines their educational history, relevant access arrangements and their assessed proficiency levels in English. EAL pupils who access additional interventions are listed on the SEND & EAL provision list, updated on a termly basis.
- 5.2. The School recognises that most EAL pupils needing support with their English do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to the School's SEN provision, in addition to EAL support. The School recognises that the teaching of EAL pupils is the responsibility of all subject teachers through quality first teaching (QFT).
- 5.3. All Heads of Section are mindful of the needs of individual students and intervene if there are concerns in relation to the progress of individual students.

## **6. Admissions**

- 6.1. All students applying for a place at St James Senior Girls sit the same exam and are expected to meet the same entry criteria. The exam formally assesses candidates' ability to read and write in English to a high standard. We can make reasonable adjustments in line with JCQ guidelines, such as the use of a bilingual dictionary when requested. We encourage applications from candidates with a range of backgrounds as this enriches our community and is vital in preparing our pupils for today's world.

## **7. Identification and assessment of EAL**

- 7.1. To identify EAL pupils, we use:
  - 7.1.1. information from the Registrar and the application form;
  - 7.1.2. information from the previous school and/or parents/guardians.
- 7.2. The following tools may be used to assess the nature and extent of an EAL pupil's English acquisition needs:

- 7.2.1. formal assessment in reading and writing (the School's entry exam);
  - 7.2.2. work sampling;
  - 7.2.3. teachers' comments and observations;
  - 7.2.4. MidYIS, verbal and non-verbal reasoning tests etc;
  - 7.2.5. input from pupils;
  - 7.2.6. input from parents where possible; and
  - 7.2.7. internal examinations
- 7.3. The information is then used to implement the most appropriate provision for a particular pupil. Pupils are then assigned a stage of English acquisition for their Speaking and Listening, Reading and Writing. This information is useful to track pupil's progress throughout the school.

## **8. Recording, Monitoring and Report**

- 8.1. The information is then used to implement the most appropriate provision for a particular pupil. Pupils are then assigned a stage of English acquisition for their Speaking and Listening, Reading and Writing. This information is useful to track pupil's progress throughout the school.
- 8.1.1. listening and understanding
  - 8.1.2. speaking
  - 8.1.3. reading
  - 8.1.4. writing

<b>PROFICIENT USER</b>	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>INDEPENDENT USER</b>	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>BASIC USER</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Proficiency grades are updated termly and each pupil's progress is reviewed by the SENDCO/EAL Coordinator and their Head of Section.

## 9. Provision

- 9.1. The information is then used to implement the most appropriate provision for a particular pupil. Pupils are then assigned a stage of English acquisition for their Speaking and Listening, Reading and Writing. This information is useful to track pupil's progress throughout the school.
- 9.2. There is a range of interventions that can be made:
  - 9.2.1. Classroom provision:
    - 9.2.1.1. strategies for differentiation;
    - 9.2.1.2. teaching approaches which promote language development;
    - 9.2.1.3. bilingual dictionaries where available and appropriate;
    - 9.2.1.4. departmental support - subject specific vocabulary lists, simpler text books etc; and
    - 9.2.1.5. use of electronic devices or software – e.g. word processors, iPads, electronic dictionaries, OneNote.
- 9.3. Additional specific provision:
  - 9.3.1. target setting;
    - 9.3.1.1. peer mentor assigned to student to support integration on joining St James;
    - 9.3.1.2. fortnightly meetings regarding progress and targets with relevant Head of Section, form teacher; and
    - 9.3.1.3. access arrangements such as 10% extra time for the use of a bilingual dictionary (depending on educational history e.g. whether the pupil has been previously schooled in English or has been in the UK for less than 3 years).
- 9.4. Altered Curriculum:
  - 9.4.1. target setting;
    - 9.4.1.1. in Years 7, 8 & 9 bilingual pupils may receive support from a member of the Learning Development Department during Latin, Classical Civilisation or Sanskrit lessons;
    - 9.4.1.2. this may be in a smaller Learning Development English group or on a one to one basis, depending on the student's existing level of English acquisition; and
    - 9.4.1.3. occasionally, parents are required to organise EAL tuition outside of school as a condition of entry.

9.4.2. Pastoral provision:

9.4.2.1. support groups within school, such as a lunch time games clubs or language clubs to support social interaction; and

9.4.2.2. EAL specific meetings with parents/guardians at all parent teacher interviews.

9.4.3. Evaluation tools include:

9.4.3.1. pupils' reports;

9.4.3.2. formal assessments using CEFR grades

9.4.3.3. informal assessment by SENDCO/teaching and pastoral staff, e.g. of participation in class, integration into school life etc.

## **10. Staff Support and training**

10.1. The information is then used to implement the most appropriate provision for a particular pupil. Pupils are then assigned a stage of English acquisition for their Speaking and Listening, Reading and Writing. This information is useful to track pupil's progress throughout the school.

10.2. Mx Landon, the SENDCO, and Ms Childs have experience of teaching EAL students. EAL training is provided as a part of the yearly cycle of training on differentiation.

10.3. Each year teaching staff receive training on how to support EAL students' learning. Furthermore, the Learning Development/EAL SharePoint site contains a variety of EAL training materials, checklists, activities, and websites to support teachers in delivery their curriculum to EAL students. The SENDCO also audits departments to ensure they have relevant glossaries/word lists to support EAL students' academic vocabulary.

## **11. Publication and review**

11.1. The EAL policy is made available to staff and parents. The policy is regarded as a working document and is reviewed on an annual basis. EAL is also included in the school's self- evaluation procedures.



<b>Signed by:</b>	<b>Annabel Lubikowski</b> <b>Chair of Governors</b>
Date of adoption of this policy	September 2023
Date of last review of this policy	September 2023
Date for next review of this policy	September 2023
Policy owner SMT/other	Deputy Head (Academic)/SENDCO