Odyssey House School

Provision for Pupils with English as a Second Language

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Defining English as an Additional Language (EAL)

An EAL pupil is a pupil whose first language is not English. The term EAL is used in this policy as synonymous with alternative terms such as ESL (English as a Second Language) and ESOL (English for Speakers of Other Languages) This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

☰ Newly arrived from a foreign country/school where English is not the first language.

☰ Newly arrived from a foreign country where English is not the first language but from an English-speaking school.

🎬 Born abroad but moved to the UK at some point earlier in childhood.

🎬 Born in the UK, but in a family where the main language is not English. EAL pupils will need varying levels of provision. For planning appropriate provision and communication between staff, EAL pupils' competence in English can be categorised as described below:

Level 1: silent period / beginner learner

Level 2: basic interpersonal communication skills

Level 3: socially competent and starting to communicate more efficiently in an academic setting

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

Principles of EAL Provision

EAL pupils should be supported to enable access to a broad, balanced, and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in class activities.

🎬 The school environment, both in and outside the classroom, should promote language development.

🎬 The school structures and overall ethos should help EAL pupils integrate into the school, thrive in a western culture which may be foreign to them, and appreciate their own cultural uniqueness.

🎬 The integration of EAL pupils into the school community should extend to their families/guardians.

🎬 Bilingualism and multiculturalism are assets that should be actively supported and celebrated.

The School's EAL Objectives

🎬 EAL pupils 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 pupils and supported in meeting their needs.

🎬 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.

🎬 They are actively encouraged to participate in extracurricular activities.

🎬 The views of the pupil are sought and considered.

🎬 Parents/guardians are encouraged to play a role in EAL pupils' education.

🎬 Appropriate resources are available and are used in the school.

🎬 EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate.

🎬 The school's overall ethos helps pupils 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.

Our identification procedures/information sources used to identify EAL pupils include:

- Information from the registrar.
- Information from the application form.
- Information from entrance papers.
- Information from the previous school or parents/guardians.

Identifying The More Able EAL Pupils

This can be affected by the language barrier, so to minimise this possibility:

- Staff should be alert to actual or potential ability in EAL pupils, particularly those less
- competent in English.
- Teachers should make a point of nominating EAL pupils for or encouraging them to join in
- extension activities.
- Avoid putting EAL pupils in bottom sets because of their language ability, even if the support
- is greater in these classes. Initial placement in low ability sets is not helpful because pupils
- will benefit more from access to strong models of English language and confident learners.

Provision Maps and Student profiles

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem solving, planning support and teaching strategies for individual pupils.

The quality of teaching for pupils with EAL and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Each EAL pupil has a Student Profile and information recorded on the school Provision map informing staff of their needs in a learning environment. These documents are kept electronically.

It is the responsibility of all school staff to welcome students from overseas. The Head of Inclusion will play a key role in training and communications, to help ensure that the pupils experience is rewarding and enjoyable.