

King Egbert School EAL Policy



Appendix 1. King Egbert School Policy to support refugees and asylum seekers at our school

I. Statement of Commitment

- This school is committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language and for raising the achievement of minority ethnic pupils who are at risk from under-achievement.
- The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.
- The school will provide a safe, welcoming environment for our EAL students, and particularly those who are International New Arrivals (INAs), ensuring they are accepted, valued and encouraged to participate.

II. Context of the School

- 34 languages are spoken at our school. The trend is a gradual increase: there were 26 languages spoken in 2016.
- 22% of our pupils are registered as EAL. This is a decrease from 35% in 2016. The majority of these are C/D learners, living in second or third generation dual-heritage families.
- The gradual decrease is reflected in year group changes: 28% of our current Y11s are EAL and 21% of our Y7s.
- The proportion of Y12 and Y13 students who are EAL is 17% and therefore below the average of the rest of the school.
- The main languages spoken are Panjabi, Urdu, Arabic, Bengali and Chinese. In the last 5 years, Panjabi has replaced Urdu as the most frequently spoken language, and we now have more Chinese speakers (19) than Somali speakers (9).
- 7 pupils Y7-11 are identified as needing EAL support: A/B/C learners.
- 3 students who are new to English, including one refugee, are International New Arrivals, meaning they have entered the UK in the past 2 years

III. Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. Currently the designated 'EAL Co-ordinator' is the Assistant Headteacher who oversees development and day-to-day coordination of EAL provision.

Responsibilities of the designated 'EAL Coordinator' include:

- Identifying incoming EAL students, with support of the Pastoral Team and EAL support.
- Bringing the presence and needs of current EAL students to the attention of colleagues.
- Responding to requests for information about EAL students.
- Ensuring that EAL students are integrated into mainstream classes and have full access to the curriculum.

- Liaising with the exams office to ensure appropriate assessment in home language and school subjects
- Line manage EAL support and any external EAL tutors; ensure relevant support and training are in place

IV. EAL terminology and stages

EAL stands for English as an Additional Language and is an umbrella term for any student learning and using English as an additional or second language.

A – New to English, someone who has entered the UK within the past two years and is just beginning to learn English. For many students this also means learning the English alphabet.

B – Early Acquisition

C – Developing Competence

D – Consolidating

E – Fluent

EAL students needs to make 1½ years' progress in English to keep up with peers and to become fluent in 5-7 years.

V. EAL Support

- **Additional support** 2021-22 is given to 7 of the above pupils needing EAL support (3 students who are new to English and 4 students who are developing competence). Specialist EAL support is provided by an external EAL tutor 2 mornings a week and our EAL TA 3 days a week.
- **EAL Resources.** The school will allocate a budget to provide appropriate teaching materials and extra support, such as translation, for A/B learners and their families.
- **EAL staff will assess level of English** to identify programmes of study and half termly progress

VI. Progress in all subjects

- **School Development and Review.** The School Improvement Plan will identify strategies to meet the needs of minority ethnic/EAL pupils, underpinning the school values of Excellence, Respect and Aspiration.
- **Teaching and Learning.** The Teacher Toolkit used by all staff identifies strategies designed to support and develop English for all EAL learner and this will be a focus of reflection in QA processes. EAL support will advise relevant staff of more specific strategies for A/B code EAL learners and make template resources available. Staff training will include a specific focus on the inclusion and particular challenges for EAL pupils.
- **Timetable** EAL learners at all stages have a right to a full timetable, with equal access to the whole curriculum. They are best placed in groups with fluent English speakers who will provide them with good models of language. They should be placed in sets in line with their cognitive abilities first, language and literacy skills second. However, the social-emotional needs may take priority for INAs, with selection of calm supportive classrooms taking precedence over educational issues for the first 6-12 months.
- **Professional Development.** The school will enable staff to undertake appropriate professional development to meet the needs of minority ethnic/EAL pupils at all stages of EAL learning.

- **Assessment.** Staff will work with EAL support staff, to assess the needs of A/B code EAL pupils in different subjects and requesting mother-tongue assessments for A/B code EAL students. EAL coordinator/support will liaise with Examinations department to ensure provision of EAL dictionaries within exam board guidelines and to support EAL students to practice with their dictionaries in preparation. The school may decide that a student will be more successful if entered into a year group below that of the chronological age of the student, especially for students close to formal examinations: in this circumstance the school will consult with the family first and prioritise their preference.
- **EAL/SEN.** The School recognises that most EAL pupils needing additional English do not have SEN needs. However, should SEN needs be identified, EAL pupils will have equal access to school SEN provision.
- **Monitoring and review.** The school data will include relevant information on minority ethnic/EAL needs, support, achievement and progress. Data will be used to target career advice and academic support for EAL students to ensure they can progress to our sixth form.

VII. Home language celebration and maintenance

- **Home language celebration** We aim to celebrate the bilingual or multilingual abilities of many of our students, e.g. in displays, and recognising that bilingualism is a useful skill enabling students to translate for their families or other students.
- **Use of home languages in school (learning).** We recognise that for students new to English they will make better progress when they use their home language for learning. In this case, students will have access to laptops for translation, or the teacher and support staff will ensure that key content is translated. Students are given bilingual dictionaries to support them in all lessons, and 'language mats' to support classroom talk. Where students are bilingual and at C-E stage, their language for learning will be at English to support oracy, vocabulary development and confidence with academic writing and text.
- **Use of home languages in school (social times).** We recognise that for students new to English it is important for them to use their home language to communicate at school. However, as part of our Dignity and Respect policy, we will guide students to take care that no one feels excluded from a conversation in a different language.
- **Home language qualifications.** EAL staff and Examinations department will support EAL students where appropriate to take GCSEs in their home language by liaising with families and facilitating mock and final exams.

VIII. Pastoral

- **Admissions and parental links.** We will provide a welcoming admission process. EAL staff will be included in the admissions process to identify learning history early on. School will provide translation services as needed including a website with built-in google translate. The EAL department will liaise with year managers and pastoral support to provide ongoing support to parents to be fully involved in their child's school experience and learning by means of accessible communication strategies, translations, etc.
- **Refugees.** All staff are committed to providing a safe and secure environment and being sensitive to the previous experiences of refugees and their families (see appendix 1).
- **Inclusion.** All staff are committed to making King Egbert an Anti-Racist School, to upholding the Dignity and Respect policy and actively celebrating bilingual learners and their different cultures and faiths in assemblies, school messages, displays and events, including KESTival in the summer term.

Appendix 1.

King Egbert School Policy to support refugees and asylum seekers at our school

Definitions.

- An asylum seeker is the classification for someone seeking international protection from danger in their country of origin while they are waiting for their refugee status to be decided.
- Refugee status/leave to remain in the UK: if granted this lasts for 5 years
- Indefinite Leave to remain. A refugee can apply for this after 5 years.
- The UK is currently home to about 1% of the world's 26 million refugees.

First contact with child and parents

- YM will arrange the first meeting, with a translator if needed.
- The DSL will also attend if the child is an unaccompanied young person in the UK.
- EAL department should also join the meeting to save the child and parent having to answer the same questions twice.

Information to be gathered at this stage

- School Admissions information including religious and dietary requirements
- Uniform and transport needs: PP funds to support this
- Experience of schooling (how many years, in which countries/languages)
- Language(s) spoken, understood, read and written by parents and children (may be different)
- If appropriate, sensitively ask for brief details about the new arrival's experience and pastoral/emotional support which may be needed: if possible find this information from another source rather than asking students/families directly themselves (students or families may need a 'silent period' or weeks or months before they can talk about this)
- YM/SLT to select and share important information with the rest of staff

Introduction to school: roles and responsibilities

- Office staff to ensure access to free school meals and set up school system log-ins for student and parents, to be shared with translated instructions
- EAL department to arrange 'survival language' and language support for being in lessons
- YM/EAL department to help work out journey to and from school if needed (e.g. doing the journey together, taking photos of starting/end points of journey and making into a translated resource)

Tour of school

- YM to arrange prior to starting or on first day, with an interpreter/pupil who speaks the student's first language
- EAL department to repeat as many times as needed, with appropriate visual/language support

Support for new arrival on first days in school (depending on level of English and confidence of student)

- YM to devise a rota for support for first few days or weeks. This will include taking to lessons, taking to the dining room at the start of break and lunch (before large numbers of students arrive) and then to a quiet place. Staff helping the student will be mindful they may not know how to request toilet breaks or request drinks etc.

- EAL department to help coordinate a programme of welcoming the student and looking after them for at least the first week. This will include introduction to 'survival language', accompanying to lesson changes
- YM will identify suitable buddies, including suitable students who share a language with the new arrival. DSL will arrange some training and guidance for the buddies before they spend social time with the new arrival.

Support for the new arrival in the classroom

- YM to work out suitable timetable with support from CLs and EAL department
- SLT to ensure all staff understand their role in creating a climate in which refugee children feel welcome and valued; L@kes lessons should ensure students have the opportunity to understand refugee status and to challenge myths and stereotypes in a sensitive way; staff to be aware of likely trauma experienced by a refugee/asylum seeker and to be sensitive to this in delivery of their curriculum or handling of conversations in class
- EAL department to provide a programme of EAL support (withdrawn intervention and in class support) and a bilingual dictionary if/when the new arrival is able to use one
- EAL department to share strategies where there are language barriers with teachers/form tutor, including providing opportunities for the new arrival to use their first language to access the curriculum or record their work or views

Providing information to parents

- EAL department: after a period of settling in (3-4 weeks) arrange a meeting with parents and a translator to discuss the school experience so far and consider any options (e.g. changing year group or subjects or exams)
- EAL department to ensure parents have one person they can contact with concerns (either EAL staff or YM or DSL)
- EAL department to use the skills of other students to make an information film about the school which can be shared with families

Ongoing pastoral care

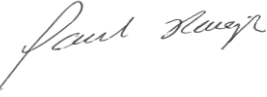
- Support for school experience, including journey to and from school: YM
- EAL department/YM/pastoral support to set up support at social time, e.g. playing games with some chosen buddies (aim to find some games like draughts, chess or dominoes, which the student can follow) and check in after
- DSL to provide preparation and guidance and ongoing checks for buddies, aiming to have several students involved rather than one student taking on too much responsibility
- Support for trauma experienced in seeking asylum should be set up either in school or through a relevant agency: DSL
- EAL department to liaise with Careers for different options available to the new arrival approaching the end of a key stage
- DSL to seek and share useful information about support groups for young people who are refugees or asylum seekers
- YM/PP coordinator/EAL department to seek and share useful information and contacts to offer community support, holiday programmes, language support for families
- YM/PP coordinator/DSL/EAL department to share useful information and contacts to offer community support, holiday programmes, language support for families and support groups for young people who are refugees or asylum seekers

- YM/PP coordinator/DSL/EAL department to share useful information and contacts to offer community support, holiday programmes, language support for families and support groups for young people who are refugees or asylum seekers

Ongoing support for academic progress and acquiring English

- SLT communicates clearly to staff that a 'can do' approach is needed, to focus on the student's achievements, understanding that a child's self-esteem is essential for learning
- EAL department: after a period of settling in (2 weeks) undertake a language assessment to establish baseline English and targets. Action points to be shared with the new arrival's teachers. Progress to be reviewed each term with updated targets and relevant strategies shared.
- EAL department to liaise with CLs to ensure new arrival is in the most appropriate set for their cognitive ability and with SEN if learning needs become apparent
- EAL department to determine whether alternatives to GCSEs should be sought, e.g. functional skills qualifications for KS4 students
- EAL/MFL departments to help the student to develop his home language(s)

Policy written by Charlotte Bowyer, EAL Coordinator
02.12.2021

Signed: 
(Headteacher)

Agreed by the Governing Body: 8 December 2021

Signed: 
(Chair of Governors)

Review date: December 2022