



**Wood Green**  
ACADEMY

# English as an Additional Language Policy



# English as an Additional Language Policy

## Definition of EAL

Students are defined as being EAL if they come from a language background whereby their first language was any other language than English.

## Context of school

At Wood Green Academy we believe that all pupils have the right to acquire a fluent and flexible use of the English language. We believe that all EAL learners have the right to access the National Curriculum to their full potential. As a school we value the abilities and achievements of all our students. We are able to recognise the individual needs and requirements of our students in order to maximise their potential.

## Aims

The aim of this policy is to ensure we meet the full range of needs of those pupils who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

### As a school we aim:

- To help integrate EAL pupils into school both socially and academically.
- To be able to assess the skills and needs of pupils with EAL and give appropriate provisions throughout the school.
- To give all EAL pupils the right to access the National Curriculum.
- To give students the opportunity to use English as a means of learning across the curriculum.

## Identification, Assessment and Integration

At Wood Green Academy we aim to integrate all of our students from the first time we are introduced to them. In order to integrate of pupils we follow the following steps:

Prior to starting Wood Green Academy

The identification of students who are EAL from the primary sector is managed in the following ways:

- Information from our feeder primary schools is gathered regarding any EAL pupils they have.
- Once EAL students are known the designated person for EAL visits the schools in order to discuss the individual needs of the student(s) and find out what current differentiation and measures are being put in place.
- For those students identified the designated person for EAL will then start to produce a portfolio of information regarding each student that they are able to distribute to staff.
- The information gathered allows the designated person for EAL to organise their time in accordance to the pupils needs and requirements.

## Identifying new student

### • Entrance papers/initial meeting

From the entrance papers the parents/guardians are required to fill out we are able to establish whether the new student is EAL. Once this has been identified a meeting with parents/guardians is arranged in order to discuss their child. Should an interpreter be required, one would be arranged in order for the parents/guardians to fully access the information available to them.

### • Formal assessments

Once the child has gained a place within the school they are formally assessed using the following tests:

- Access reading
- Hodder reading
- Young spelling test

These tests help to identify the pupils reading and spelling age along with the ability to analyse information. In conjunction to this it allows us to identify the learning needs of the pupil and if they have and special educational need.

### • Induction

The new pupil will be encouraged to attend an induction day that is run by the designated person for EAL. It gives the pupil a chance to find their bearings within the school, identify the staff who will be teaching them and give them the opportunity to become comfortable with their new school environment.

### • Buddy system

The student will be assigned a buddy on their first day who will be there to help them find their way to lesson and who is able to support them socially during their break and lunch time. Ideally the buddy will be able to speak the same language as the new student.

### • In class support

If it has been identified that the new pupil will require additional support the designated person for EAL will arrange for adequate support for the pupil during lesson time. Additional support may be offered to the pupil for homework during lunch times if it is required.

### • Tracking

A data sweep is conducted five times annually, gathering information on students' progress, attitude and grade for each subject. The designated person for EAL will collate this data for EAL students in order to monitor how they are doing in each subject. She will then identify where a student may need additional support.

## Access and Integration Arrangements

In working to ensure access to the curriculum for students on the EAL list the school provides both direct support on an in class support basis and some withdrawal tuition. Indirect class support takes place in the shape of advising and training departments in the teaching and learning strategies for EAL pupils.

It is desired that all EAL pupils should be educated alongside their peer group within Wood Green Academy, providing them with the necessary resources in order for them to access the curriculum. It has been identified that language develops best when pupil is submerged in the language in their day-to-day lives.

## Strategies

A number of strategies are used with EAL students across the school, these include:

### • **Silent period**

Allow newly arrived pupils time to absorb English, this is known as their 'silent period'. Pupils benefit from a 'silent period' because it allows them to adjust to their new surrounding and learn English as they observe others speaking.

### • **Buddy system**

The student will be assigned a buddy who is able to show them where their lessons are and support them socially both of a break and lunch time. Ideally the buddy will be able to speak the same language as the EAL pupil.

### • **Differentiated work**

Where appropriate work for EAL students is differentiated to suit their individual needs and requirements. This could be by fragmenting a long written text to make it more accessible for the pupil. Images/pictures may also be used to ensure the pupil has a visual image to help them explain the text.

### • **Group pupils**

Group pupils together to ensure EAL pupils hear good models of English.

### • **Dictionary**

Where appropriate provide the pupil with a bilingual dictionary that allows them to read the word in their mother tongue and English.

### • **Writing frames/scaffolds**

The writing frames allow students to have support in structuring their written work.

### • **Additional support**

The designated person for EAL runs a lunch club that allows EAL pupils to have additional help with their homework. Pupils are also able to go there if they feel they are struggling with a specific subject and receive help in catching up with their work.

### • **Talking opportunities**

Allow EAL students to have opportunities where they are able to contribute to lessons. This will help them engage in the lesson and build their confidence.

## **Record keeping**

Wood Green Academy strives in keeping up-to-date records of their pupils. It is the role of the designated person for EAL to collate the data collected related to EAL students. The information collected includes:

- Pupils name
- Form class
- Year group
- Mother tongue
- Number of years they have lived in the country (if applicable)
- Tracking reports data
- Access, Hodder and spelling test scores (if applicable)
- EAL referral slips
- Intervention groups

## **Roles of staff within the school**

### **Leadership**

- Five times annual whole school data collection.
- Analysis of data collection.

### **Special Educational Needs and Disabilities Co-ordinator – Gemma Dunne**

Line Manage the designated person for EAL.

- Liaise with designated person for EAL where there is a crossover of EAL needs and SEN needs.

### **Designated person for EAL**

- Liaise with Head of Years and SSM's.
- Prepare background information regarding new EAL students for distribution to staff.
- Create and maintain files regarding information for EAL students.
- Liaise with staff in preparation for lessons.
- Differentiate resources.
- Support the social integration of new EAL students.
- Support during lessons.
- Identify when extra time can be provided for EAL students during exams.
- Keep an up-to-date EAL list.
- Deliver CPD training sessions.
- Offer additional help of a lunch time with homework.
- Manage extra catch-up sessions for EAL students.
- Attend meetings where necessary regarding EAL students.
- Maintain and manage a five times annual collection of data regarding EAL students.
- Provide EAL students with a bilingual dictionary where applicable.

### **Year leaders/SSMs**

- Inform the designated person for EAL of new EAL students who are placed in their year group.
- Inform the designated person for EAL of any concerns they have regarding an EAL student.
- Liaise with the designated person for EAL in regards to meetings that are put in place about EAL students.

### **Subject staff**

- Differentiated activities, teaching methodologies and materials for all students with EAL in line with their needs and requirements.
- Monitor individual progress using recognised school review procedures.
- Refer concerns they may have regarding an EAL pupil to the designated person for EAL using the correct documentation.

### **Staff Development**

Staff at Wood Green Academy recognises the importance of in school training and feel it is important to seize opportunities for staff to gain knowledge where applicable. Staff training is scheduled in the following ways:

- Weekly CPD afternoons
- Market place sessions
- Annual Best Practise conference
- Departmental training

### **Monitoring**

This policy will be reviewed annually during June of each year.



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