

English as a Additional Language (EAL) Policy

September 2016



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

Approved by Archbishop Sentamu Academy, board of trustees on 19th September 2016

Next review due September 2018

Archbishop Sentamu Academy

Christian Aims and Values

Values

Inspired by God: Father, Son and Holy Spirit we **Aspire** to be a community founded upon mutual trust where everyone is loved for who they are. We seek to **Serve** others by putting their needs before our own and believe that working together, with God's help, we can **Achieve** more than we could alone.

As a Church of England Academy, our core values are trust, love and community:

- **Trust** is essential to human life and lies at the heart of all successful relationships. With wisdom and understanding, we can learn to trust. We aim to do this by being reliable and not letting others down. In this way we, can help each other feel safe;
- Jesus has shown us love. We try to reflect that **love** to those around us by being sensitive to the needs of all members of our Academy community;
- We aim to be an inclusive **community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

Aims

As a Church of England Academy we aim to:

- Treat students, staff and visitors with respect;
- Incorporate and promote the values behind the academy motto; Aspire, Serve, Achieve in all we do;
- Instill a sense of self-worth and value in every student;
- Encourage student participation in the planning and the running of our Academy wherever possible;
- Encourage religious literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

Archbishop Sentamu Academy

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

1. Mission Statement

Archbishop Sentamu Academy believes all EAL students should be able to retain their cultural and linguistic identity whilst enhancing English Language development. Similarly, all EAL students should be able to access the same academic opportunities and be able to engage with the curriculum.

2. Policy Aims

- To help integrate EAL students into the Academy by providing pastoral and academic support
- To provide support across the curriculum; specifically developing the acquisition of English
- To accurately identify and support any other needs

This in turn will enable students to:

- Understand the Academy's expectations and values
- Feel safe, valued and supported during their academy life
- Adapt to their new environment
- Integrate with peers and form positive relationships
- Progress in their academic work.

3. Transition Strategies

STEP 1: Admissions

All students to follow the Academy admissions procedure.

STEP 2: Assessment

- Initial assessments used are; Access Reading Test, Spelling Tests, writing level and speed tests and CAT test. If necessary, an online translator can be used
- Consideration and sensitivity is given to the appropriateness of testing EAL students at the earlier stage of the English acquisition
- Highlight any immediate need which should be prioritised when delivering intervention
- All assessment information shared with relevant staff members
- Completion of the Access Reading test repeated after one term at the Academy.

STEP 3: Integration

- Students with English as an additional language who join the Academy in Year 7 will follow the same transition procedures as their peers
- Mid-term arrivals will be met by their Year or House Learning Mentor and our EAL Coordinator, for an introduction to the Academy
- Where possible, new EAL arrivals should be paired with a student who speaks the same native language
- Where possible, EAL students should be paired with students with good communication skills and grasp of English to enhance their language acquisition. In some cases, the nurture groups may provide the supportive environment some EAL students require
- Class set placement reviewed after their first half term and changes applied if needed. However, this can be reviewed sooner if necessary.

STEP 4: Adjustment Period

- All EAL students will have a two week settling in period to adapt to their new environment
- Our EAL Coordinator and all house mentors (X Population only) will monitor new starters especially during their adjustment period. The house mentors and TA's will highlight any potential language barrier to learning to the EAL HLTA who can provide appropriate intervention
- Class teachers, EAL Coordinator house mentors and support staff should observe;
 - student's communication and interaction with peers and staff
 - level of engagement in class
 - ability to respond to and apply new information
 - additional barriers to learning
- Students who demonstrate significant language barriers can start intensive English intervention immediately.

STEP 5: EAL Intervention

- The EAL Coordinator is available for academic and pastoral support
- Designated time will be allocated for English acquisition lessons
- The Academy offers a flexible mentoring/Intervention programmes to suit the student's needs. For example, some students may require more English acquisition lessons to help them to engage with the curriculum
- Extra-Curricular sessions; to develop English Language, cultural awareness and community cohesion.

STEP 6: Monitoring

- All EAL students in the Academy have access to on-going support from our EAL HLTA and if in X - Population, mentor support through the house mentoring system
- Student's English language ability, academic development and social interaction with peers/ staff will be monitored continuously by the EAL Coordinator and details/ progress compiled in a data sheet breakdown.
- Monitoring will be used to assess the student's requirements for additional intervention.

4. Additional Responsibilities of EAL Coordinator and Team.

- Liaise with the Transition Team for information about EAL students joining the Academy from Primary School
- Liaise with the Admissions Team for information about the EAL students joining the Academy mid-term
- Point of contact for EAL families.

5. The Named People responsible for EAL

- Assistant Vice Principal (AVP) of AEN/Inclusion - Miss Charlotte Bowes.
- Assistant AEN Co-ordinator - Mrs Wendy Kirby.
- EAL Co-ordinator (HLTA) – Mrs Michelle Verity
- Basic skills AEN Co-ordinator (HLTA) – Mrs Becky Joules
- House/Year Mentors.
- KS4 Intervention Team

6. Statement of Policy Review

This policy will be reviewed on an two yearly basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be September 2018