St Dunstan's College

English as an Additional Language (EAL) Learning Support

BACKGROUND

St Dunstan's College is an academically selective college that takes pride in maintaining high academic standards and ensuring the progress its students make throughout their time at the school. The college recognises that language is central to all learning, both curricular and co-curricular, and for the wider development of the students

St Dunstan's College supports both bilingual and multilingual learners who have a native language other than English and who need additional support in English in order to pursue their studies effectively. As the College welcomes students with a variety of linguistic, ethnic and economic backgrounds, it is vitally important that our EAL Policy is flexible, allowing the school to incorporate the needs of different learning styles and needs of students.

It is the belief of the College that EAL students should have access to the whole school curriculum and to the full range of co-curricular activities the college provides. We are committed to all students being fully integrated into the college and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies.

DEFINITION

EAL stands for English as an Additional Language. This refers to learners whose first language is not English; the learner may already be fluent in several other languages or dialects, which is why the term English as a Second Language is not used. At St Dunstan's College, we have a number of students who are both bilingual and multilingual learners; those who need additional support in English are given so through a number of different ways.

Our criteria for being on the Individual Pupil Need Register

As previously stated we have a number of students who speak either one or several languages outside of school and whilst English may not be their first language, they do not need any support with English. These students are not on our Individual Pupil Need Register as they do not require immediate support with their English language nor support in accessing the curriculum due to language barriers. We do however keep a separate document, called the EAL student list, of those students and the languages they speak at home and in

general. This document is circulated amongst the staff so staff are aware of the linguistic abilities of the students and tutors in particular should be aware of this list.

The students whom we have on the Individual Pupil Need Register are those who have not yet achieved an *advanced (C1) level* of English and still require support from teachers in the classroom. These students are not limited to our cohort of EuroAsia students but these are exceptional circumstances.

AIMS

Through EAL support, St Dunstan's College aims to enable students to achieve their full potential by

- Working with the students concerned to enhance their learning skills and abilities.
- Working with their teachers to ensure the best programs of study for each student.

STAFFING

In the Junior School (EYFS-Year 6), EAL provision is overseen by the Junior School Learning Support Coordinator. In the Senior School (Years 7-13), EAL provision is overseen by the EAL Coordinator, who is line managed by a member of the Senior School Leadership Team. The Junior School Learning Support Coordinator and the Senior School EAL Coordinator collaborate and work together to discuss whole-College policy and practice.

THE ROLE OF THE EAL DEPARTMENT

The principle aim of the EAL Department is to give all students whose first language is not English the linguistic ability and confidence in their academic studies and co-curricular choices whilst they are studying at St Dunstan's College.

- To coordinate strategies and actions that enable full inclusion of all students in curricular and co-curricular opportunities at school
- To provide reasonable and appropriate material resources, target support and suitable advice to EAL students
- To improve English language skills in order to allow students to access the general curriculum
- To coordinate with colleagues, Heads of Department, Heads of Year, tutors, parents/guardians and students to offer support to any EAL student failing to reach their potential due to a language barrier
- To assist departments in supporting EAL students in their acquisition of English language skills across the curriculum

- To provide regular assessment and monitoring of the progress of EAL students supported by the department through the EAL Profile and where applicable any Action Plan
- To encourage the celebration and sharing of the culture of EAL students

SUPPORT FOR TEACHERS

Teachers are supported in their teaching of students with a suspected or identified EAL need in the following ways:

- Staff INSET (at regular intervals, as part of CPL available, this will be delivered to departments or whole staff CPL)
- Information contained on the Individual Pupil Need Register and individual EAL Profiles, accessible via the College's management information system (iSAMS)
- Advice given within departmental meetings, often by the EAL Coordinator, when it is clear there are particular issues relating to a subject
- In-class observation of students with EAL and subsequent feedback from the EAL Coordinator
- Provision of EAL Profiles for students who require support; teachers are aware of the Profiles for those they teach and therefore must read them, act on advice and strategies recommended by them, insofar as they are relevant to their subject

COLLEGE CYCLE OF ACTION

The College's four stages of EAL identification, support and review follow its guidance of "Assess, Plan, Do, Review."

Identification of students with EAL (Stage 1- "Assess")

- In regards to identification, it is the responsibility of families to inform the College of any previous support for English learning, or any anticipated learning needs before admission or as soon as they are aware
- All students are given a language survey asking about their first language, spoken language at home and how long they have been learning English. This data is used to inform whether further identification of needs is necessary
- If further identification is needed, subject teachers and tutors will be asked to provide information to support whether the students need help within the classroom

Support students with EAL (Stage 2-"Plan")

The Junior School Learning Support Coordinator or the Senior School EAL Coordinator will generate an EAL Profile when:

- a student joins the College with an identified EAL need
- a student is currently attending the College and has suspected EAL needs which require help within the classroom

Where appropriate, the EAL Profile will contain information gathered from the student, parents and relevant staff, as well as any relevant information gathered from Stage 1. The EAL Profile will outline the priority strategies that have been recommended to support the student's suspected or identified EAL needs. Summaries of relevant documentation and advice from specialist assessments are also included.

The Junior School Learning Support Coordinator or the Senior School EAL Coordinator will arrange a meeting to discuss the proposed EAL Profile with the parents, or guardian, and student in order to agree on a final document. Following this, the student will be added to the College's Individual Pupil Need Register. In instances where specific outcomes need to be met, a student may be placed on an Action Plan.

The Individual Pupil Need Register is available to all relevant staff at the College through the internal Management Information System (iSAMS). The Individual Pupil Need Register records the student's suspected or identified EAL, priority strategies and any other reasonable adjustments.

Supporting students with EAL (Stage 3-"Do")

The Junior School Learning Support Coordinator or the Senior School EAL Coordinator will:

- monitor the use and effectiveness of the priority strategies (by teachers and student) set out in the EAL Profile through observations, learning walks and communication with relevant stakeholders
- implement and/or oversee the delivery of any interventions that are required by an EAL Profile

The objective of the provision is to support full integration into the mainstream curriculum so that students are not withdrawn from timetabled classes. Teaching Assistants are available in the Junior School to assist classroom activities and student learning. Additionally, Learning Support Assistants may be provided during core subject lessons under the direction of the Junior School Learning Support Coordinator. Junior School students may also be required to attend extra English support sessions outside of the classroom where deemed appropriate.

Reviewing the support and progress of students with EAL (Stage 4-"Review")

The Junior School Learning Support Coordinator or the Senior School EAL Coordinator will review the effectiveness of the EAL Profile. The outcome of this review will determine one of the following:

- the EAL Profile has supported the student in their learning, and the priority strategies remain in place
- the EAL has not been as effective as desired, and alternative strategies will be recommended
- the EAL Profile and its priority strategies have not been successful and it is believed that further guidance would be beneficial

The Junior School Learning Support Coordinator or the Senior School EAL Coordinator will contact students to discuss the outcome of reviews where necessary.

INTERNATIONAL STUDENTS JOINING ST DUNSTAN'S COLLEGE

The students are screened on their entry to St Dunstan's College to determine their English ability level. This screening takes into account their English (EAL) Entrance exam taken prior to their arrival in the college and any examination qualifications together with academic reports supplied by their previous school. It is normal practice for those attending the screening to achieve an IELTS score of 6.5 for students applying for the sixth form and 5.5 for those applying for the new International Program.

The new International Program is on offer to our Year 10 students and streamlined for their level of English. They have their own class of Science, English, Creative and Humanities lessons and once they have reached the target grade of six or, if they show outstanding talent, they will move into the mainstream GCSE classes through a coordination from the EAL Coordinator, the International Program Coordinator and the relevant HODs. At all times the students are supported in the classroom through clear communication from the relevant teacher and Coordinators as well as, learning walks and book scrutinies.

REVIEW

The College will review this policy on an annual basis to ensure the College meets the needs of those pupils with EAL.

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Author/s:	Gemma Davies Laura Whitwood	**Date Reviewed:**	Lent 2021
Date Ratified:	Lent 2021	**Next Review Date:**	Lent 2022
Committee:	Education Committee	**Clerk to the Governors** **Signature:**	N/A ……