The Royal Sutton School EAL Policy

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The Royal Sutton School is an inclusive school which provides an education for all. We have an increasing number of students, whose first language is not English ('EAL'), joining the school and we acknowledge this has enriched the cultural and ethnic diversity of the languages spoken within our setting. Currently, we host 42 different languages, and we are committed to making a good provision of teaching for our students who have English as an additional language and for those who are bilingual.

In our setting, we have a teaching assistant, who is our EAL Co-Ordinator and is leading the EAL students to ensure that we identify the student's needs and prioritise that they have access to the curriculum. This is done via a whole-school approach. We have an EAL working group which is led by the EAL Co-Ordinator. The work carried out ensures that we embrace a wide range of world cultural events, as well as introduce the British culture to our new students; creating an environment which is inclusive and conducive for learning.

AIM
- Students have full and equal access to our curriculum, irrespective of religion, ethnicity, first language, special educational needs and gender
- Our school will provide effective learning opportunities for all students by setting suitable learning challenges by responding to diverse learning needs and therefore overcoming barriers to learning
- To support new arrivals who have arrived from a country abroad and have been in the UK for less than 5 years and have very little English upon entry

PROCEDURES FOR NEWLY ARRIVED EAL STUDENTS
- Some EAL students are admitted midterm in all national curriculum years as directed through the Local Authority and they follow the school's admission procedure
- Upon starting with us, students complete an interview and initial assessment with the EAL Co-Ordinator, from which we determine their curriculum setting
- We also provide an inset programme using our Inclusion Department, to ensure that students feel comfortable in their setting
- Our EAL Co-Ordinator provides support for our students in key lessons and will help teachers provide appropriate resources for differentiation
- The students in our setting will also have access to Flash Academy – a computer programme which enables students to learn English in a supported way
- We work collaboratively with professionals and use the EAL Toolkit to help students access the curriculum

LANGUAGE AND LITERACY EXPERIENCES OF EAL STUDENTS
- Some students already have good language and literacy skills in two or more languages
- Some students are beginner EAL learners and have never learnt how to read or write in English
- Some students have missed some or all their Primary education and have not fully developed the language literacy skills needed for secondary school
- Some students have Special Educational Needs with Language or Literacy needs

All of these diverse groups benefit from teaching that develops their language and literacy, we aim to provide the support they need through the EAL working group, Flash Academy, Reading Wise, EAL Toolkit and working collaboratively between the EAL Co-Ordinator and teachers. The EAL Enrichment group meet once a week and celebrates their own cultures and beliefs, they learn through the forums of art, music, singing and playing games, which helps them not only develop their confidence, but their language skills also. The enrichment group will also use resources ranging from visual images, objects, videos, maps and digital tools.

BEGINNER EAL LEARNERS
Approximately 13% of our school are students who have been in the UK for less than 5 years and are not fluent in English. It takes approximately two years to develop social language skills in English, but between 5 to 7 years to develop proficiency in formal. Written English. Students who are new to English will be integrated into mainstream subjects from the moment they join The Royal Sutton School. Our policy promotes:
- Develop oral fluency quickly
- Immediately feel part of the school
- Develop language in context
- Experience their full curriculum entitlement

Some of the new EAL arrivals will need to complete a short integration programme supported by the EAL Co-Ordinator, who will also offer additional in-class support for underachieving EAL students in English and Maths.

GOOD PRACTICE IN WORKING WITH BILINGUAL AND MULTILINGUAL STUDENTS
- Curriculum which promotes positive images and role models
- Recognition of the importance of home language
- Treating racism and bullying seriously
- Strong home/school links
- Learning environment that is sympathetic to a variety of cultures

SUPPORT FACULTY (SEN and EAL)
The EAL Co-ordinator is a member of the SEN and Inclusion Faculty, we work closely to ensure we provide the right level of care and support for our EAL students, and we welcome them into our family-centred environment. We provide help with:
- Induction of new EAL students and initial assessment of the language stage of EAL students
- Providing in-class support for EAL students
- Monitoring EAL student's progress
- Liaising with Teaching Staff
- Liaising with Pastoral Team
- Providing advice on classroom strategies, curriculum materials and differentiation of EAL students
- Liaising with and working closely with external agencies

At The Royal Sutton School, we aim to enable students from minority and ethnic backgrounds to have full access to the curriculum and develop strategies for recognising and overcoming

obstacles. We work collaboratively to ensure that students develop their full potential in our setting and that they are cared for.

CURRICULUM AND CLASSROOM PRACTICE

All staff at The Royal Sutton School are responsible for the EAL students in our setting:

- Teachers will have high expectations of all students

- Teachers will model writing for key texts in their subjects

- Teachers will develop active reading strategies with a variety of texts

- Work will be differentiated so that students can access the work effectively

- The use of writing frames

- The use of visual aids where appropriate

- Provide activities which involve talking

- Self and peer assessment

- Grouping students so EAL students are supported by their peers - relate new learning to student's prior knowledge.

- Introduce text using visual materials, photos, video clips etc.

- Incorporate opportunities for students to have modelled and rehearsed oral language before expecting a response from the whole class

- Incorporate "thinking time", as it allows students to reflect on the question before answering (remember they will understand more than they can quickly express)

- Provide a copy of the text or extract with keywords and features already highlighted in colour for students

ASSESSMENT AND TARGET SETTING

The progress of EAL students is monitored by individual teachers, which is done on a regular basis in line with the school's assessment policy. The EAL Co-Ordinator will use EAL Toolkit trackers updated regularly and will feed into curriculum planning.