



AKELEY WOOD
SCHOOL

EAL Policy

September 2016-2017

Akeley Wood Senior School

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KEY FACTS:

- International pupils attending **Akeley Wood Senior School** are expected to attend EAL classes if their L1 is not English.
- EAL classes are deemed necessary as they help pupils understand their teachers, peers and work materials, focus pupils on the need for accuracy and clarity in examinations and coursework and give them added confidence when socializing allowing them to integrate fully into the school community.
- EAL classes are compulsory for all pupils until they have achieved an **IELTS** (International English Language Testing System) score of **6.5** or more in all of the IELTS testing areas.
- The IELTS testing areas are **reading, writing, speaking and listening**; these are the main areas which will be concentrated upon in EAL class. Examination technique and 'Britain Today' will also be covered; the latter to ensure pupils are acclimatised fully to British life and have a complete insight into the institutions and infrastructure of the country.

1 Purpose

- 1.1. The purpose of this policy is to make clear the necessity for and provision of EAL tuition and support for international students at Akeley Wood Senior School.

2 Applicability

- 2.1. This policy is applicable to all pupils and students at Akeley Wood Senior School for whom English is not an L1.
- 2.2. This policy is applicable to all teachers and staff at AWSS who teach or interact with students for whom English is not an L1.

3 Definitions

- 3.1. EAL = English as an additional language
- 3.2. L1 = First Language
- 3.3. AWSS = Akeley Wood Senior School

4 Policy

- 4.1. Aims:
 - 4.1.1. To ensure support for pupils for whom English is an additional language so that they can reach their full potential.
 - 4.1.2. To identify and assess all pupils and students for whom English is an additional language on entry to the school as thoroughly as is possible and necessary.
 - 4.1.3. To meet the needs of all pupils for whom English is an additional language by offering continual and appropriate forms of educational support
- 4.2. Identification:
 - 4.2.1. The process of identifying EAL needs starts at the interview stage, when those for whom English is an additional language take written English tests.
 - 4.2.2. Most pupils and students for whom English is an additional language will need EAL support.
 - 4.2.3. Although the majority of EAL pupils quite quickly attain a level of understanding and a degree of fluency that make normal classroom communication perfectly possible, careful monitoring is necessary to confirm that no learning difficulties are present during the period of language acquisition.
- 4.3. Organisation:
 - 4.3.1. Pupils will be withdrawn from classes for individual help from a qualified and experienced teacher and will also receive targeted help in the classroom.
 - 4.3.2. Subject staff will be advised, by the Head of English as an Additional Language, of suitable classroom support strategies.

4.3.3. Some students may after time only need classroom support and their progress will be regularly reviewed to consider whether additional support is required.

4.3.4. EAL support is offered on an individual and group basis and is tailored to the needs of each pupil. For those pupils and students entering into the Sixth Form, external English exams are offered, such as IELTS, (for English Universities). All lessons are chargeable.

4.4. Strategies:

Teachers should take specific actions to help EAL pupils to develop their spoken and written English, by:

1. Ensuring that vocabulary development is supported, e.g. by the issue of topic glossaries which include key words and their meanings, metaphors and idioms.
2. Showing how spoken and written English are structured.
3. Enlisting the aid of any appropriately bilingual pupils in the group as a translator.
4. Providing support by the use of ICT, video/audio materials and dictionaries.
5. Ensuring that there are effective opportunities for conversation and that verbal prompts are used to support writing.
6. Repeatedly re-wording and re-phrasing any discourse in English with the pupil.
7. Employing, and encouraging the pupil to employ non-verbal modes of communication, e.g. gestures and drawings, to support any attempts at verbal discourse.
8. Encouraging pupils to transfer experiences, knowledge, skills and understanding of their home/first language to English, focusing on the similarities and differences between them.
9. Using accessible texts and materials that suit the pupil's age and level of learning.

5 Procedure and Responsibilities

Head/Line Manager's Role:

- 5.1** The policy will be evaluated in the first half of the Summer Term each year and recommendations discussed by the Senior Leadership Team by Half Term.

Employee's Role:

- 5.2** The policy will be monitored and put into practice by the Head of EAL, taking into consideration feedback from staff, pupils and students and parents

6 Related Policies, Guidelines, Templates and Forms

- Curriculum Policy
- Equal Opportunities Policy
- Learning Support Policy

Updated: Sep 2016

Next Review Date: May 2017

Ownership and consultation	
Document sponsor (role)	EAL Coordinator & Deputy Head Academic
Document author (name)	Mr Alastair Houghton-Brown

Audience	
Audience	Parents, prospective pupils, Agents, Staff, Students

Updated: September 2016

Next Review Date: September 2017

Signed :



Mrs Amanda Ayres
Head of Senior School