



FOUNDATION (SENIOR SCHOOLS ONLY)

PROVISION FOR ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

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It is the policy of Bolton School that all pupils should have access to all areas of the whole School curriculum and be given the opportunities for the achievement of their educational potential.

Bolton School therefore aims to provide support for pupils who have a home language [the first language spoken at home] other than English and who speak English as an additional language. These pupils are identified as “EAL” and the level of support offered will vary depending on the level they are identified as working at (based on DfE descriptors of level as shown in Appendix 1). These pupils will be listed as having EAL needs on iSams and colleagues will be alerted to their level of need.

The School also recognises that a large number of pupils may speak a language other than English at home however they are confident speakers, readers and writers of English and for the most part, do not qualify for EAL support, however good practice in the classroom will support learning for these pupils.

Different divisions will designate a member of staff to co-ordinate provision for pupils who have English as an additional language.

Rationale

The School is committed to making appropriate provision for teaching and learning and the overall wellbeing and pastoral care of pupils who are identified as EAL. The School will identify the needs of EAL pupils, recognise the skills they bring to the School and ensure equality of access to the curriculum and extra-curricular activities. Lack of English does not equate to a lack of knowledge, skills or understanding and having a home language other than English is not considered to be a learning difficulty [the School recognises that EAL pupils may also have other SEN needs].

Admissions

EAL applicants are subject to the same admissions procedures as other applicants, taking the English, NVR and Mathematics papers. Those applicants with EAL needs are normally identified by parents being asked to state the language normally spoken at home on the application form or sometimes through information provided by their junior school’s reference. At the admissions interview, we seek to discover a pupil’s strengths, qualities and skills, which may not be reflected in the performance in the entrance exam. The level of required EAL support for a successful applicant will be identified at this stage and reasonable adjustments will be made by the School to accommodate these needs.

The level of support needed will be arranged following discussion between staff identified by the Deputy Head (academic)

Support provided for EAL pupils is designed to help improve the pupils’ spoken and written English, in order to enable the pupil to use English confidently and competently and to allow access to learning across the whole curriculum and to external assessments [GCSEs/A Levels].

The support is normally in the form of the provision of tuition through the Learning Support Department to ensure that all EAL pupils have access to extra support. The Head of Learning Support will work in liaison with pupils’ teachers to identify areas of further work required in EAL lessons or self-study periods.

All staff teaching an EAL pupil will be made aware of their needs via communication from the Head of Learning Support, to allow them to make provision in their lessons; by planning to use concrete and visual materials, allowing group work with fluent English speakers and providing differentiation in activities and tasks. All teachers share the responsibility for the language development of EAL pupils since all participate in the teaching of English as well as in the teaching of their own subject area. Advice and INSET training is provided for colleagues on EAL matters.

The designated member of staff and tutors will monitor the EAL pupil's progress, future needs and EAL level in iSAMS to alter teaching provision as appropriate. Although EAL pupils may become conversationally fluent quickly, it takes much longer for them to become fluent writers.

Appendix 1

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Appendix 2

Strategies that may help to support pupils who speak EAL

- Pupils must be included in lessons and activities as much as possible
- Pupils must be given the opportunity to be active listeners and to follow examples from peers
- Provide annotated diagrams
- Try to ensure that there is a common starting point at the beginning of a topic and make this as visual as possible (e.g. diagrams, pictures, objects, videos etc)
- Where possible, write instructions/key points on the board and at the same time give them verbally
- To measure understanding, allow them to choose an answer or write a single word down
- Encourage the use of a glossary book where key words and phrases can be entered – with an example of use in context where appropriate – this could be managed using Notes on the iPad
- Encourage use of technology to make links between home language and English
- Pupils may need support with reading and fully understanding a text – provide word lists, summaries, listening books.
- Allow pre-reading of texts in preparation for a lesson
- use of 'Speak Screen' on iPads to use technology to read texts to pupils
- Use plenty of visuals; charts, diagrams, DVDs etc
- Use writing frames to help with structure of writing tasks supported with key subject vocabulary, especially in subjects which use complex language and ideas such as Geography, Science etc.
- Provide tables/flow charts/timelines on which the pupils can record information in an organised form
- When asking questions allow time for the pupil to choose the right linguistic structures to express themselves – return to the pupil when he has had the chance to construct and practise the answer – discreetly rephrase grammatical errors as part of your response
- Encourage pupils to model language by repeating instructions for a partner to follow
- Always provide written/simplified instructions in addition to verbal instructions
- Continue use of an indexed glossary book in which key subject words and phrases can be entered – this could be managed in Notes on the iPad
- Highlight, read and discuss areas of text that have difficult grammatical structures, deeper meaning
- Use a buddy with good language skills to discuss the text
- Use plenty of visual material – charts, diagrams, DVDs etc
- Provide listening books/Speak Screen if possible
- Provide an exemplar as a written model
- Give a list of the technical vocabulary and specific language features required for any specific topic
- Allow some use of iPads for written work to make redrafting/correcting work easier
- Ask the pupil to read and highlight key points in texts for note making
- Develop awareness of inference and nuances
- Refer to and discuss cultural references