

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY AND OUTLINE OF PROVISION

July 2021

INTRODUCTION

This policy details Canford School's arrangements to recognise and meet the needs of students who are learning English as an additional language (EAL) in order to enable them to understand and communicate at the same level as their peers who have English as their first language.

GENERAL AIM

We welcome pupils who do not speak English as their main language, as they can both contribute to Canford's cultural diversity and gain from the educational experience we offer. A lack of ability to understand the English language and to communicate in it may create barriers to prevent a pupil from accessing aspects of school life to the full, whether that be in academic, social, sport or other co-curricular arenas. The English as an Additional Language Department aims to remove any such barriers by offering pupils teaching support to help improve their English language so that they can be fully integrated in all aspects of school life.

DEPARTMENTAL OBJECTIVES:

- To support EAL students in gaining the knowledge and skills to use English to understand and communicate excellently with others in a variety of curriculum and social contexts. To enable them to do this using accurate English that reflects their intended meaning. This may be through written text or speech.
- To assess and address the removal of language barriers that prevent full access to the School curriculum.
- To offer support and expertise to the Admissions Department, Teachers, Housemasters or Housemistresses, Tutors, the Exams Department, individual pupils, their parents and guardians.
- To collect information about students' educational and linguistic background.
- To monitor achievement and attendance of EAL lessons, setting clear targets and outcome measures for EAL learners.
- To ensure that EAL learners placed on the school's Special Needs register have genuine learning needs as pupils with EAL are not automatically classified as having special needs.

CONTEXT

Canford is an independent, selective co-educational boarding and day school for young people aged 13 to 18 (approx. 640 on roll). A list of EAL pupils is produced and maintained by the Head of EAL and held on the school's main database, ISAMS. The total number of pupils on the EAL Register in 2021 was 41, with 18 receiving EAL lessons in the Autumn Term.

ROLES AND RESPONSIBILITIES

Head of English as an Additional Language (EAL): Mrs Pagan Bishop (PFB)

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Responsibility for provision for pupils with EAL at Canford also rests with:

- The Governing Body. Named Governor: Mr Barry Coupe
- The Headmaster: Mr Ben Vessey
- Director of Studies: Mr Ieuan Weir
- Head of Support for Learning: Mrs Krystina Symons

Reviewed by: Head of Support for Learning, Director of Studies and Deputy Head (Pastoral)

This policy is cross referenced to the following school policies:

- Teaching and Learning
- Policy on the Welfare and Pastoral Care of Overseas Boarders

This policy is responding to the following statutory regulations and requirements:

Independent Schools Inspectorate (ISI) framework

Teacher Standards 2012

The Equality Act 2010

RESPONSIBILITY

The Head of English as an Additional Language has responsibility for:

- maintaining the day-to-day operation of the school's EAL policy
- coordinating provision for pupils with EAL needs
- liaising with and advising fellow teachers on the needs of pupils who have English as an additional language
- maintaining the records of all children with EAL needs
- liaising with parents, guardians of children with EAL needs
- contributing to the in-service training of staff
- providing support to subject teachers to improve the learning of pupils
- working with the Headmaster and school governors to ensure that the school meets its responsibilities

The Head of Support for Learning , Mrs Kristina Symons is responsible for overseeing and managing the work of the Head of EAL.

Academic teaching staff have a responsibility to inform themselves about the educational and language needs of the pupils they teach via ISAMS and to employ suitably differentiated teaching strategies. Furthermore, they are responsible and accountable for the progress and development of the pupils in their subject. They also have a responsibility to raise concerns where appropriate and to contribute learning targets when these are requested.

Heads of Departments should ensure that the teachers within their department who have a concern about the language ability of their pupils communicate with the Head of EAL.

Housemasters, Housemistresses and Tutors oversee the academic and pastoral progress of each pupil and should liaise with the Head of EAL. The tutor also has a role in setting and monitoring targets and in raising a concern with the EAL Department if necessary.

DEFINITIONS

EAL: EAL stands for 'English as an Additional Language'. EAL learners already speak one or more languages and are also learning English as an additional language. We now use the term EAL rather than EFL (English as a Foreign Language).

First language: The term means a person's mother tongue or the language acquired first. It is also known as the native language. First language can also refer to the language the child feels most comfortable using in a multilingual situation.

POLICY SUMMARY

- The purpose of this policy is to help ensure that all pupils for whom English is not the first language are identified and supported in the school.
- Canford is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled through high quality classroom teaching.
- We place a high priority on the need to provide the best possible education for EAL pupils, no less than for children for whom English is the first language. Our EAL students are entitled to opportunities for educational success that are equal to those of our pupils who have English as their first language.
- Pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught. EAL students are not placed on SEN registers or taught in SEN groups unless they have special educational needs.
- Some pupils may at times require a more specialised programme than the majority of children of the same age to enable them to communicate at all levels.
- EAL students are not a homogenous group; their needs vary according to a range of factors.
- We aim to provide the best environment for the acquisition of English by EAL students with teaching taking place in pleasant rooms with sufficient space and privacy.
- We recognise that the multilingualism of our EAL students enriches our school and our community.

- To become fully competent in the use of curriculum/academic English can be a long process, so some students require long-term support. On the other hand, some EAL students may arrive at the school with their English language at a sufficiently high level, so need no support. Some EAL students may require a short period of focussed support to work on a particular area.

EQUALITY

We are committed to equal opportunities and show due regard to The Equality Act 2010 in our work, policies and procedures. We aim to support pupils with a wide range of needs and regularly review and evaluate the breadth and impact of support offered. The department aims to be proactive in removing barriers that stand in the way of our EAL students' learning and success. We aim to meet our responsibilities to our EAL students by ensuring their equal access to the School's curriculum and other educational opportunities and the achievement of their educational potential. We aim to provide our EAL students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

ADMISSIONS

The EAL department is involved in the whole process of selection and entrance to the school, providing advice to Admissions Department on whether to offer a place to the applicant. In order to cope with the academic and social demands of Canford, pupils must have a reasonable proficiency in an academic level of spoken and written English on arrival. This should be equivalent to:

- Cambridge English Scale 180, or
- Common European Framework of Reference (CEFR) C1, or
- First Certificate grade A, or
- IELTS 6.5 (with 6.0 minimum in each skill).

The level of attainment in written English is assessed by the written entrance tests. The level of spoken English is also assessed informally during entrance interviews by House Staff in face to face or Skype interviews. Offers for a place are made taking these results into account. If an offer of a place is made, then it may be on the understanding that, prior to joining the school, extra English tuition is arranged by parents so that the child can cope with the demands of our mainstream curriculum on arrival. We may also require that he or she attend a summer school language programme in the UK before joining Canford.

Once settled into the school, pupils' progress is monitored. If it is felt that extra support is needed, the pupils may also be asked to attend one-to-one EAL tuition classes, for which an additional charge will be made. A pupil who continues to experience language difficulties after six months at Canford may be asked to attend an intensive academic English course in a language school during the Easter holidays.

Canford does not run a short-term study programme, and expects EAL pupils to finish a complete course of study of either GCSEs or A levels.

EAL PROVISION PROVIDED

Canford offers the following support to pupils:

- Relatively small class sizes
- All EAL classes are taught by qualified and experienced EAL teachers

- If a pupil arrives in the Shells (year 9) requiring substantial help with their English, they may follow an Upper-Intermediate level EAL course, rather than a Modern Foreign Language. 1:1 lessons with a specialist teacher are sometimes given in non-lesson time. Individual lessons are charged as private tuition. The Head of EAL communicates in advance with parents and seeks their agreement for this charge. An Individual Learning Plan is made for each pupil. This is written by the EAL teacher and then discussed and agreed with the pupil. It is then communicated to parents, tutors and House master or mistress. This forms the basis of the reporting procedure. All Upper Sixth EAL pupils leaving Canford meet the language entry requirements and have the language skills necessary for university study. To this end we provide group IELTS training weekly for the first term of the Lower Sixth. This course also provides pupils with help and support with the UCAS application process, personal statements, and interviews.

STAFFING

Mrs Pagan Bishop: Part-time teacher, EAL and Support for Learning Teacher

Mr Richard Wilson: Full time teacher, Head of German and Other Languages, EAL, IELTS.

Mrs Jane Skellett: Peripatetic EAL teacher

OUTSIDE AGENCIES

Outside agencies are not currently used. Pupils may be advised to take intensive courses in their own time, and these are arranged by the parents or guardians independently. On occasion a pupil has attended an intensive IELTS course at a language school in Bournemouth in term time evenings. Pupils arrange to sit their IELTS exams externally.

EXAMINATIONS

JCQ Exam board guidelines are followed with regard to the use of dictionaries and extra time in external exams. Where possible, the same arrangements are followed in internal exams and tests.

EAL students are given opportunities, whenever possible, to enter for GCSE or A level examination in their native languages.

IN SERVICE- TRAINING

The Head of EAL and other EAL staff attend training days out of school. The Head of EAL takes part in meetings with other Heads of EAL from regional independent schools who are members of the Canford Group of schools and the TEFLIS group of independent schools EAL departments in the South West of England.

The Head of EAL may provide group or whole staff training at school INSET days.

COMMUNICATION WITH PARENTS

Where a pupil is receiving EAL support, every effort will be made to keep parents aware of any issues regarding the educational needs of their child. This may be via email, telephone, online video call or face-to-face. Parents are invited to contact the Head of EAL. All pupils receiving EAL support will receive reports from their EAL teacher either as part of the whole-school assessment and reporting schedule, or separately.

As for all boarding pupils who have their main residence overseas, parents must appoint a guardian living in the UK by the beginning of the first term.

FACILITIES AND RESOURCES

The EAL Department is centrally-housed in a classroom usually within the Support for Learning, Modern Foreign Language or English Departments.

FINANCE

The budget is set annually by the Governors on the advice of the Head of EAL and Director of Studies. The budget for the year 2020-2021 is to cover specialist books and equipment, photocopying and stationery. The EAL Department is supported financially by the school over and above the designated annual budget e.g. staffing costs, ICT equipment, furniture and fittings, running costs. The cost of tuition is paid by the parents of the pupil through the termly fees bill. This cost for the academic year 2020-2021 is £51.36 per hour for a one to one lesson. The charge decreases as the number of pupils in a lesson increases, as shown below:

Parent	per hour
1 Pupil	51.3600
2 Pupils	29.5400
3 Pupils	22.6600
4 Pupils	19.5700
5 Pupils	19.5700
6 Pupils	19.5700

REVIEW

The effectiveness of the EAL policy is monitored in the following ways:

- Exam performance
- Number and nature of any complaints
- Parental questionnaire when undertaken as a whole school exercise
- Appraisal of Head of EAL

COMPLAINTS

Complaints about EAL provision should initially be made to the Head of EAL. If they are not resolved at this level then they should be brought to the attention of Senior Management through the Director of Studies in the same way as any other matters of academic concern.

PFB

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