



Rationale

Diverse cultures are represented by our population at Christopher Whitehead Language College. A specified department overseen by a member of the Leadership Team has been established. The department is run by the EAL coordinator who liaises closely with the Headteacher, the Directors of Studies, Heads of Departments or any member of school staff in an effort to coordinate the work of the EAL support team.

Aims

- Identify and support those students who arrive in school with English as Additional Language. Identify EAL students through Y7 transition (analyse the key transition documents, liaise with SENCO and Directors of Studies)
- Manage their smooth passage through the school, determining most suitable year group for their entry and when they should progress to the next year/stage
- Establish procedures to determine the extent and continuity of EAL students' previous education experience.
- Ongoing informal and formal assessments to determine competency in the understanding of spoken and written English.
- Provide and deliver an appropriate scheme of work to support the students in the acquisition of English language as a means to excel in all other subjects areas.
- Support the teachers both in the classrooms and through training in the strategies best suited to teach students with EAL.
- Involve the families of students with EAL in their child's learning and progress and support their communication with the school.
- Reward the progress of students acquiring English. Use the school point system to reward students who are progressing in EAL
- Monitor and evaluate the progress of students with EAL using: TFL data, ongoing assessment and reports.
- Ensure that when required, school reports are translated for parents and families.
- Forge a path in aiding students with EAL in local secondary school, seeking advice and support from those very few other schools and agencies that currently have expertise in teaching students with EAL in this area.
- Continually monitor and evaluate our provision in the light of new training and the students' needs.
- Train class teachers in the techniques most likely to aid students with EAL.

Key Practices

An initial assessment of identified student who joins the school with English as additional language is conducted. This is an assessment of their spoken and written English. It complements the school's own assessment of aptitude and ability. The EAL assessment is based on "beginner to advanced six-level system" reflecting internationally recognised TEFL standards. There are no current assessments written for secondary students with EAL.

A programme of support in lessons is planned by the EAL coordinator and specialist LSAs in consultation with the Heads of Departments, the Directors of Studies and the SENCO, working on the accepted principle of immersion aiding the swiftest acquisition of a new language.

A program of targeted intervention provided in KS3 alongside to MFL curriculum. The aim of the sessions is to support students in the acquisition of English language.

- ESOL qualification is offered in KS4 in option time.
- Drop in help with homework and class work is offered to all the students with EAL.
- The EAL coordinator and EAL LSAs attend Parents' Evenings to meet with parents and students with the class teacher or separately.
- Meetings with individual EAL parents can be scheduled if requested.

Monitoring

TFL data, ongoing assessments and Progress Reports are used to monitor students' progress, as well as liaise with the Directors of Studies, the Heads of Departments and subject teachers.

Fortnightly timetabled meetings are organised. These are chaired by the EAL coordinator and involve all EAL team members. These meetings are devised to track progress, plan and raise issues of concern. If need be, the SENCO or another member of Leadership team will be invited to attend.

Regular meetings between EAL coordinator and the SENCO, Directors of Studies or Leadership team members will take place should any issues arise.