

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

The Paragon School

Policy Owner Deputy Head	Applies to The Paragon School (TPS)	Superseded documents NA
Associated documents Tracking, Assessment and Monitoring Policy SEND Policy Subject Specific Documentation	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 26 November 2021	Legal Framework ISI Inspection Framework KCSIE 2021

This policy is reviewed annually, or more regularly as required, prior to approval by Trustees (if applicable).

Last reviewed by:	Deputy Head (Justin Ryan)
Date last reviewed:	20.11.2021
Approved by Trustees:	NA
Date last approved:	26.11.2021
Date for next approval:	October 2023

1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

2. Scope

It is fundamental to the principles of The Paragon School that the contribution by international pupils is valued as a positive enhancement to the strength and diversity of the education afforded to pupils under our care.

Provision is made across TPS for pupils whose first language is not English. EAL pupils are guided towards a rapid understanding of reading, writing, speaking and listening in English to enable them to access the curriculum more easily, as well as conversing with their fellow pupils, teachers and the wider community. Those pupils who stay in the UK will go on to successfully complete their education in schools and universities, while those who return to their home countries are able to perform at a more advanced and fluent level than when they first arrived at The Paragon School.

Overseas pupils join TPS at different stages of their school career.

3. The Paragon School EAL Provision

The Paragon School generally caters for pupils from Europe and further afield. Currently seven pupils have been identified as being EAL.

4. EAL Provision Aims and Objectives

- To provide international pupils with language skills of life-long value, specifically to improve their communicative ability in speaking, listening, reading and writing in English.
- To develop in pupils the confidence and motivation to take advantage of the academic, social and cultural opportunities offered by TPS.
- To ensure that pupils are given the best opportunity to reach their potential in all curriculum areas by reducing the barrier of language, and to support pupils in curriculum subjects where the lack of English is impeding progress.
- To provide a happy, relaxed and caring atmosphere to ensure that pupils settle into the school as soon as possible and have a stimulating and enjoyable experience of British education.

- To ensure that there is regular and effective liaison between everyone involved in the teaching and care of EAL pupils. This may include attending academic meetings, observing EAL pupils within their classes, designing and delivering teacher development sessions, informal advice to colleagues, preparing IEPs and reports, liaison with pastoral staff, etc.
- To share knowledge about pupils' abilities and needs in English and encourage teaching staff use this knowledge effectively in planning, teaching and student grouping.
- To help overseas pupils to integrate into the life of the school community by helping them to explore issues of cultural interest and by encouraging them to take part in extracurricular activities.
- To assist and inform the pastoral care of overseas pupils. The teaching of language involves close personal relationships, and staff supporting EAL pupils are therefore well placed to play an important role in the pastoral care of international pupils. This is in tandem with the pastoral team, under the direction of the Assistant Head (Pastoral), settling into a new way of life, understanding regulations and their importance, and other pastoral matters.
- To liaise with international parents. staff communicate with international pupils' parents (or their representatives). This role in supporting the pupils and liaising between members of staff and parents is of vital importance and one of the most effective ways that the department can contribute to the school as a whole.
- To prepare pupils for the next step in their education, whether progression within the school or to other schools or colleges.
- To assist with admissions by assessing the English level of international applicants.

5. Teaching & Learning

EAL provision at TPS is organised as follows:

- Private or very small group tuition is provided for pupils where a need is identified by the school or parents. This may be to work on a specific linguistic weakness such as writing skills but may also be to support the student's work in mainstream subjects, often those subjects with a heavy load of unfamiliar vocabulary such as English, and foundation subjects.
- Setting and marking of work is done in accordance with general school policy.

It is the policy that the EAL provision will support the mainstream curriculum.

- Each student has an Individual Education Plan (IEP) which is accessible to all staff.
- Teachers working with EAL pupils are supported and guided by the SENDco as appropriate.

6. Pastoral support for EAL pupils

TPS Induction

- On arrival, families will be given a tour of the school by the Head or Deputy Head. They will spend time with the Head / Deputy Head so that the school can better understand the family's prior experiences and needs. They will be allocated a 'buddy' from their class as well as a link family via the parental WhatsApp groups.

TPS During Term Time

- It is the responsibility of SENDco, working with the Assistant Head (Academic) to ensure that EAL pupils are given clear and age-appropriate support on study skills. This should take place ideally at an early stage. It is equally important that teachers are sensitive to the individual needs of EAL pupils and ensure that due differentiation takes place. The SENDco stands ready to advise as required. All teachers are expected to be familiar with the EAL policy, as well as be aware of who the EAL pupils are.

- A full list of names, along with relevant policy documents and Individual Education Plans are available via the Paragon Staff Hub.
- Pupils who are unfamiliar with cultural norms of British society will be given sensitive and appropriate advice on particular areas of daily life, such as smiling, making eye contact, friendly greetings, table etiquette etc.
- Pupils are encouraged to share information about their culture, history and values by making displays or giving assemblies or performances, especially when there is a celebration (e.g. Chinese New Year).
- International pupils make a valued contribution in all aspects of school life.

APPENDIX A**Supporting EAL pupils in their academic studies**

Liaison between EAL pupils, subject teachers and the SENDco is crucial. This 3-way process of support will enable pupils to feel at ease in their academic life at school.

- Encourage the other pupils in your class/tutor group to make new EAL pupils feel welcome and valued. Keep an eye on them & make sure they know where they have to be & when etc. Familiarise them with classroom/school procedures
- Sit EAL pupils appropriately within the classroom so you can see what they are taking down.
- Pair them with English-speaking pupils for group/pair work.
- Think about the language you use:
 - Talk slowly & clearly
 - Avoid ending mid-sentence
 - Ask one question at a time
 - Try to avoid idiomatic/colloquial expressions
- Stick to the topic, introduce the topic of the lesson and summarise the main points.
- Do not assume verbal instructions have been understood. Write instructions & tasks on the board.
- Rephrase (rather than just repeating) anything that has been misunderstood.
- Electronic translators/dictionaries may be used at the discretion of the SENDco.
- If possible, read out what is written on the board & don't erase it before it has been understood.
- Keep regular eye contact to monitor attention & understanding.
- Correction techniques - use praise & encouragement, 'A good try but....'
- Remember, some EAL pupils are still trying to get to grips with everyday communicative English. Explain technical terms in plain English, then emphasise them by repetition & writing on the board/ flash card / photocopied sheet.
- You may need to give extra help with subject-related concepts by giving gap-filling exercises, labelling diagrams etc. Remember that a lot of EAL pupils have just joined our education system & have missed classes in the lower school (e.g. safety procedures)
- Repeat instructions & get EAL pupils to repeat them back.
- Try not to make Euro-centric assumptions. Please think ahead at the beginning of each topic - you may need to explain (or refer to SENDco) when you realise there are chunks of missing elementary knowledge.
- Many EAL pupils have not had experience of independent learning / doing research. They have often been expected to **NOT** participate or ask questions but to memorise all that the teacher says.
- Public reprimands (and excessive public praise) can be extremely embarrassing in some cultures. Best to do it on a 1:1 basis.
- Note-taking is a high-level skill & you (or an able English-speaking pupil) may have to give assistance with photocopied notes.
- Unsatisfactory work - again the SENDco can go through this with pupil on an individual basis.