

English as an Addition Language (EAL) Policy

1. Introduction:

We endeavour to make every effort to ensure that all students at Brompton Academy are able to achieve maximum inclusion. We recognise that many students arrive from abroad or are second-generation immigrants and, therefore, use another language at home. The extra help provided and the awareness of our staff reinforces the need for teaching to take those with EAL into account.

Mr Simon Richter (Assistant Principal) is the first point of contact in terms of any concerns regarding those students with EAL.

Email: Simonrichter@universityofkentacademiestrust.org.uk

Ms Catherine Nasillo has been trained to deliver the EAL interventions as part of the provision at Brompton Academy. She has a Teaching English as a Foreign Language (TEFL) qualification and a level five qualification in Teaching English as a Second Language (TESoL). She can be reached at:

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2. Aims:

- To achieve high levels of attainment for all.
- To be an inclusive Academy.
- To ensure identification of all those with EAL.
- To ensure staff are aware and trained in EAL teaching techniques.
- To offer additional language support to those in need.

3. Definition of EAL:

All pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages. (DfES 2003)

4. Recognition of EAL at Brompton Academy:

We have several ways of ensuring that we recognise and support those with EAL:

- All students complete a Fairbanding and literacy screening when joining. (NFER Reading Test)
- Students meet their Personal Tutor as part of the Year 7 induction process. Students with EAL issues are identified as part of this process.
- SENCo provides baseline training for staff to raise awareness of EAL and develop strategies for learning.
- The Academy has a **Refernow** policy where staff can register concerns regarding EAL students, which are passed to the SENCo.
- The SENCo is available for staff to discuss strategies, and conducts learning walks in order to assess progress of EAL students and offer further advice.

- Referral from primary schools or previous school if an in-year casual admission.

5. Provision:

- Staff have been trained by the TESLL and TEFL strategies.
- Aspirational placement in top sets to develop language acquisition.
- All students in Phase 1 are registered with the Accelerated Reader programme to develop literacy skills.
- Qualified teacher in place to deliver and monitor specific interventions where appropriate.

6. Monitoring:

- SENCo tracks their termly data to track actual progress against expected progress.
- Intervention teacher monitors progress through 1-1 sessions, group sessions, and assessments.

Reviewed: July 2019 (FMI)

Next review: Sept 2021