



BIRKENHEAD SCHOOL

English as an Additional Language - EAL Policy

We recognise that pupils who do not have English as their first language will have differing degrees of difficulty with language at some time in their school career and that provision for this need is on a continuum. We regard the pupils' self-esteem to be of vital importance to their learning and intend that pupils should not feel stigmatised by the fact that they do not have English as their first language. Teachers aim to ensure that all pupils for whom English is a second language have the chance to achieve their maximum potential.

Historically the School has had no more than a handful of pupils at any one time from 3 to 18 with English as an additional language. Our assessment has never to date led to the provision of EAL teaching, but this can be provided – see below – if judged necessary or desirable following assessment.

The role of the EAL Co-ordinator

School designated EAL Co-ordinator: Jenny Williams (Learning Support Coordinator)

The role of the EAL Co-ordinator:

1. Meeting the individual's need with regard to curriculum; liaising as necessary with teachers. The duties are set out as follows:-
 - the assessment of students' level of language
 - placement in classes appropriate to their language level, where possible
 - entry to relevant EAL examinations
 - ensuring colleagues have an understanding of EAL students' needs
 - liaising with parents when necessary

The EAL Co-ordinator works with EAL specialists as required.

2. Reporting and Liaison

- Reports to: Deputy Head (Academic) in for Years 7 to 13 and the Head of Prep for younger pupils.
- Liaises with: Subject Teachers, Year Heads, Headmaster, Examinations Officer, School Nurse

Identification assessment and review

We aim to assess a pupil's language level as soon as possible. Where appropriate, the pupil would be offered EAL tuition (either individual or small group) for which there would usually be a fee. The results of the initial assessment are made known to all subject teachers so that they are aware of any difficulties the student may encounter within their classroom.

Appropriate special arrangements in internal and GCSE/AS/A Level examinations will be sought for pupils for whom English is a Second Language. This may, for example, include access to a bilingual dictionary where permitted.

Gifted and Talented pupils

We recognise that students for whom English is a Second Language may well be both gifted and talented.

If it is found that a student's lack of English is preventing a student from progressing to the best of their ability, additional EAL lessons can be provided to address the problem.

Curriculum

The School has a responsibility to ensure that each child has access to a broad and balanced curriculum and teachers have a responsibility to provide effective learning opportunities for all pupils by providing relevant and appropriately challenging work. Teachers are expected to:

- Set suitable learning challenges
- Respond to pupils' language needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

Those pupils who need to be withdrawn for EAL tuition would usually be withdrawn from lessons on a rota basis. Students in the Sixth Form would attend EAL in their free periods.

Integration

The School endeavours to ensure that all pupils are fully integrated into the life of the school where safety permits.

Inset/Staff Development

Supporting overseas pupils involves every person in the School. The School has a general plan for staff development and inset training. The EAL Co-ordinator will ensure that EAL is included in the programme, where the presence of EAL pupils makes that necessary.

TJW 15th February 2019. To be reviewed September 2019