

## **English as an Additional Language Policy**

### **Introduction**

In our school the teaching and learning, achievements, attitudes and wellbeing of all children are important. All children are encouraged to achieve the highest possible standards. We do this by considering each student's life experiences and needs.

The term EAL (English as an Additional Language) is used when referring to multilingual students who speak at least one language at home in addition to the English they use in school. For some students, English may be a third or fourth language. At Cranleigh Abu Dhabi, a significant proportion of the student body is classified as EAL, however, only a small number of these students will require support from our specialist EAL Department in helping them overcome an existing language barrier. This policy sets out the school's aims, objectives and strategies with regards to the needs and skills of EAL students.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English. At Cranleigh Abu Dhabi, all students for whom English is an additional language should have access to the full curriculum and the full range of co-curricular activities on the same basis as all other students.

### **EAL Department Aims**

- To give all students the opportunity to overcome any barriers to learning and assessment.
- To celebrate the cultural, linguist and educational experiences that students with EAL bring to the school.
- To implement school-wide strategies to ensure that EAL students are supported in taking part in all activities.
- To help EAL students to become confident and fluent in speaking, listening, reading and writing in English to be able to fulfil their academic potential.
- To identify and make maximum use of the opportunities for modelling fluent English.
- To encourage and enable parental support in improving children's attainment.

## **Strategies for supporting EAL Students**

### **Overview**

- Recognise the student's mother tongue and boost the student's self-esteem.
- Identify the student's strengths and acknowledge the time it takes to become fluent, socially and academically, in an additional language.
- Fully integrate EAL students into school life and will be provided with appropriate support as required.
- Ensure all teaching rooms and spaces are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.

### **Teaching and Learning - A Whole School Approach**

Our EAL students are integrated in all the same classes as our native speaking English students. Everyone in the school is therefore responsible for helping our EAL students develop their fluency in the English language, socially and academically.

During lessons teachers will:

- Show adapted work in their planning, designed to consider the needs of EAL students in their class.
- Have high expectations and expect students to contribute and give more than single word answers where possible.
- Recognise that EAL children are as able as any other children and so they will be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- Recognise that EAL students need more time to process answers and provide them with adequate thinking time to reflect this.
- Allow children to use their mother tongue to explore concepts using a 'buddy' system with classmates who speak the same language, where possible and where appropriate.



- Give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- Integrate group work and collaborative activities throughout lessons to ensure that EAL children hear good models of English from their peers.
- Use visual support where possible to supply non-verbal information on new topics.
- Use group feedback opportunities to give EAL students time to practise and modify their answers with their peers before teacher-led corrections.
- Provide a range of reading books that highlight the different ways in which English is used.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.
- Emphasise praise and positive affirmation to help build the learner's self-confidence and self-esteem during the language acquisition phase.

### **Levels of support for EAL learners**

- **Level One** – Quality provision for all
- **Level Two** – Small group support
- **Level Three** – 1:1 intervention
- **Academic English Classes** - Preparing students for advanced academic language demands of KS3 and KS4

### **Level One – student needs are met in class**

The vast majority of EAL students at Cranleigh do not require additional support outside the classroom and will be supported through carefully adapted lessons by the subject specialist teacher / class teacher. Such support may include:

- provision of key words during each lesson
- provision of vocabulary lists for students to pre-learn when introducing new units and topics
- provision of sentence starters and/or clear models of required language that EAL students can use in their independent work
- visual inputs to support the introduction of new vocabulary, concepts and phrases

The teachers will also consider their students' language background and culture and ensure that this is included in the learning environment.

### **Level Two - small group support**

This is offered to EAL students in Year 3 and above where students have been referred by their form tutor and have been identified as needing additional support by the EAL department after an EAL assessment. Students will be withdrawn from non-core subjects to receive small group intervention with other students of a similar language level. This will focus on grammar, vocabulary, phonics, comprehension, reading, and spelling. Their overall progress is monitored by the EAL Department in close coordination with classroom teachers and form tutors.

### **Level Three - 1:1 Support**

EAL students in Year 3 and above, who are new to English and/or English-speaking schools, will receive 1:1 specialist support for grammar, vocabulary writing, speaking, listening and phonics. In general, 1:1 support is designed to be short term. It is intended to ensure that the student has a sound language basis to enable them to engage in day-to-day tasks and familiar activities, at which point they will be able to move to small group EAL support sessions. English support is carried out by the EAL specialists and an individualised program is offered. The number of lessons offered per week depends on need.

In some cases, EAL students may be offered a combination of Level 2 and Level 3 support depending on their needs and individual requirements.

### **Language Passports**

For students who are new to English and receiving Level 2 or Level 3 EAL support, a Language Passport will be created. This will provide essential background information and tailored strategies to assist classroom teachers and subject specialists in adapting their teaching and planning to support the EAL learner effectively.

The Language Passport will also include a series of personalised targets, which will be regularly reviewed and updated by the EAL Department in line with the student's demonstrated

progress. As a dynamic and evolving document, the Language Passport reflects the student's current level and adapts to their ongoing development.

### **Academic English Classes:**

At Cranleigh Abu Dhabi, we recognise that some EAL students have a level of fluency that enables them to competently and fluently manage their daily interactions and day-to-day school activities without encountering any challenges. However, sometimes these same EAL students experience difficulties with the academic demands of the English language, particularly in written form. This often becomes apparent when students transition to different Key Stages of learning. The Academic English courses are designed to support with this transition, to boost student confidence and improve accuracy in comprehension and use of language, enabling them to better access the curriculum.

In preparation for Key Stage 3, some EAL students from year 7 will be invited to participate in a specially tailored course. The course will follow the Cambridge English Qualification: B1 Preliminary for Schools syllabus and students will have the option to sit the qualification exam at the end should parents opt for them to do so.

In preparation for Key Stage 4, some EAL students in Y9 will be invited to join the KS4 Academic English Course, which will follow the Cambridge English Qualification: B2 First for Schools syllabus. It also has an optional end-of-course exam.

The Academic English Courses will be timetabled to take place instead of French lessons.

### **Admission Arrangements**

Students with EAL needs are admitted to Cranleigh Abu Dhabi according to the same criteria as other students (see 'Admissions' Policy)

Students who join in Prep and Senior School will automatically be given an initial assessment by the Head of EAL if:

- they have spent less than 2 years in an English-speaking school

- they speak another language at home and their English verbal assessment scores are lower than other areas
- they have received EAL support in their previous school.

### **The Role of the Parent**

Parents can support their children in the following ways:

- Notifying the EAL team of any previous support given on admission to the school.
- Reviewing new vocabulary on a regular basis at home and reminding children to look at their Teams classrooms to identify upcoming units which may include new language.
- Being in regular contact with the EAL department who can offer advice and additional resources to help support the child at home.

### **The Head of EAL responsibilities include:**

- Assisting in the development, monitoring and evaluation of the EAL policy.
- Overseeing initial assessment of students' standards of English.
- Overseeing day to day operation of the school's EAL policy.
- Maintaining a central record and overseeing the records of all EAL students.
- Reviewing whole school data to monitor and measure progress of EAL students to assess the impact of EAL provision
- Identifying, designing and delivery of EAL-related CPD to school teaching and support staff.
- Ensuring the effectiveness of each individual programme undertaken by the EAL team is regularly monitored and assessed.
- Liaising with and advising teachers with how to best support EAL students across the different subjects and year groups.
- Liaising with Assistant Principal of Inclusion / Heads of Year and English teachers about individual progress.
- Identifying EAL students who require appropriate exam access arrangements and liaising with the Exams Officer accordingly.
- Managing EAL teachers.
- Working with and supporting parents of EAL children.



- Liaising with the Admissions Team and supporting the assessment process of prospective students.

### **Exam provision for EAL Students (Year 3 and above)**

EAL students are eligible to use a bilingual dictionary during examinations, apart from in the subjects of English, History, Geography and Modern Foreign Languages. Online translation platforms are not permitted during examinations and assessments; therefore, it is important that EAL students who require this support bring in their own bilingual dictionaries and practise using them during lesson time. Students will be provided with a school bilingual dictionary for external exams as per JCQ regulations.

An EAL student who has had less than 3 years in an English-speaking school with no prior knowledge of the English language, may be eligible, in **exceptional circumstances**, to be awarded 25% extra time in addition to the use of a bilingual dictionary. This is not available for students sitting A-level or AS level qualifications.

The Head of EAL, in consultation with the Assistant Principal for Inclusion, determines the needs of the individual students. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. If use of a dictionary has been granted, this must not:

- contain/display pictures; **or**
- provide an explanation or clarification of words and phrases

### **Additional Learning Needs**

The school recognises that most EAL children needing additional support do not have additional learning needs (ALN). However, should a learning difficulty be identified, EAL children will have equal access to the school's ALN provision.

### **Equal Opportunities**



We will provide equal opportunities to all our children, regardless of gender, race, language or disability. For more information about equal opportunities, please refer to our Equal Opportunities Policy.

This policy is reviewed annually by the Head of EAL and the Assistant Principal for Inclusion

---

Version: 3

Review by: Erin de Glanville, Head of EAL, Whole School; Lead Inclusion Teacher, Senior

Final review by: Ginette Moore, Assistant Principal for Inclusion

Reviewed: 14/12/2024

To be reviewed by: 31/08/2025