English as an Additional Language (EAL) Policy

Collingham is a multi-cultural and multi-lingual college with students from all continents represented. We firmly believe that having students from a diverse range of backgrounds within our learning community enhances our learning experience and enriches our knowledge and understanding about the world. The EAL policy exists in order to ensure that we are truly supporting every individual and ensuring that EAL students are fulfilled, successful and happy.

Key Principles

- In line with its core commitment to support, Collingham ensures that all students with EAL are fully supported in accessing the curriculum.
- The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning English as an additional language. This is in line with the requirements of the Race Relations Act.

We aim to raise the attainment of minority ethnic students by:

- assessing students' English ability and giving students with EAL access to the curriculum as quickly as possible;
- providing students with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional individual support for these students;
- assessing students with EAL to establish their needs and progress;
- liaising with the SENCo in identifying students who may additionally have SEND.

The programme for Students with EAL is assessed and monitored by the Personal Tutor in liaison with the Principal or Deputy Principal and the SENCo.

Aims & Objectives
The aims of our EAL provision are that all students whose first language is not English:

- become autonomous in all aspects of the English language;
- are supported so that they gain full access to the college curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of English language including speaking, listening, writing and reading;
- are supported in their preparations for their next step in their academic careers.

Success Criteria:

This will be evidenced by:

- high standards of EAL curriculum content for EAL students;
- good leadership and management of EAL;

- students with EAL are sufficiently challenged and supported so they can reach their potential;
- support takes account of students at the early stage of language learning;
- support takes account of students at later stages of language learning by supporting them in their development of literacy across the curriculum and higher order language skills, e.g. pre-teach specific vocabulary, for example for science, to prepare them in advance of the lesson;
- the offered curriculum is relevant and sensitive;
- the Senior Management Team (SMT) is involved in the monitoring, deployment and quality of provision for the support of minority ethnic students;
- links with parents are good;
- the area is a strength in the college.

Identification of EAL needs:
EAL needs are identified through a range of methods, including:

- on entry, when EAL is identified and recorded as part of the entrance process, interviews/meetings with the child and parents take place.
- by teaching staff recognition of the particular needs of a child, which should be fed back to the SENCo.
- through individual meetings with the SENCo, with the Head of English and the Head of the MFL faculty where appropriate (e.g. where the language spoken is one that is taught within college, and/or where facilitation of the child's development of language can clearly be assisted through the MFL department's provision).
- through discussion with external professionals e.g. tutors, previous teachers, etc.
- through parental information.

Parents/Guardians are asked to inform college of any language needs their child may have on entry to college. In addition to this, their class teachers liaising with colleagues and working alongside their students should be able to identify and assess students with EAL in order to target them for support.

EAL Provision
All students with EAL in the GCSE Department who have not achieved Level 5 IELTS and students with EAL in the A Level Department who have not achieved Level 7 IELTS receive a minimum of four hours a week of EAL group tuition. In addition to this, many students will also receive individual support.

It is always ensured that students who are restricted in their access to a full GCSE or A Level programme, are timetabled in addition for classes such as Art, Photography, or PE in which they can work alongside other students and improve their language and social skills.

Provision for Learning Needs within MFL lessons
We have students who have English as their native language and who use another language. We will also have students whose native tongue is not English but they use it as their language of instruction. We refer to both categories of students as Bilingual Learners as they live in two or more languages. Bilingual students are those who have 'access to more than one language in normal and natural ways in their daily lives.'

We have a number of sixth-form students each year who have been educated at the French Lycee. These students invariably study French A Level in one year. Where possible, we dedicate an A Level class to native French speakers.

Assessment for learning
Students who have been resident in Britain for less than two years at the time of sitting formal public examinations (e.g. GCSE, A-level) may qualify for extra time. The SENCo will submit the necessary documentation to the relevant examining bodies in this instance.

Home-college links are in place through the Personal Tutor to:

- welcome parents/guardians into college;
- communicate with and involve parents in their students' learning and;
- promote a multi-cultural understanding in college.

The college is aware of obstacles to communication that may arise for some students and families with EAL and knows where to seek advice and support to overcome these.

Effective EAL support
The additional support beyond the classroom available through the SEND department takes following form:

Key Stage 4
Students with an appropriate level of English will continue in mainstream English lessons leading to GCSE English and English Literature. Those who would find the GCSE curriculum too challenging or inappropriate will receive timetabled EAL lessons in preparation for the Edexcel English as a Second Language qualification.

Key Stage 5
Students are working towards the IELTS examination which is required by many universities in the UK and abroad. Arrangements will be made for them to take their IELTS at a local college centre.

Monitoring Progress
The progress made by students with EAL is monitored by the class teacher and reported to the Personal Tutor in the usual way. Students in Year 11 being prepared for GCSE English Language or English as a Second Language qualification will sit mock end-of-half term tests and mock examinations in February/March in order to assess their progress. Students at Sixth Form who are prepared for IELTS are similarly monitored by the class teacher and also sit end-of-half term tests. When a student is deemed ready to sit the IELTS exam, the Personal Tutor will be notified. Students who pass their IELTs exam at Level 7 or above are no longer required to attend EAL classes; however, Personal Tutors strongly recommend that they continue to do so, further developing their English Language skills, at least until the end of their final Spring Term.

Legal Status:
- Complies with Part 6, paragraph 24(3)(b) of the Education (Independent College Standards) (England) (Amendment) Regulations

Applies to:
- Whole College

Related documents:
- Special Educational Needs and Disability (SEND) Policy
- Curriculum: Teaching and Learning Policies

Availability
This Policy is made available to parents, staff and students in the following ways: via the college website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the College Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertakes a review of this policy and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed: Date: June 2016

Dr Sally Powell   Robert Marsden and Edward Browne
Principal   Directors

Collingham is committed to safeguarding and promoting the welfare of our studentsand expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

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